|  |
| --- |
|  **Planned Program Assessment Report : AA Social Work**  |
|  | **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):****Number of students:**  |   |  | **X** | **n/a** |  |
| **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):** **Number of students:**  |   |  | **X** | **n/a** |   |
| **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):****Number of students:**  | X |  |  | n/a |   |
| **Course Name and number:** *HMSV2050- Social Problems***Assessment tool (with short description):** *Social Problems Research Paper***Benchmark:** *80% (B-)***Faculty (Full time or Adjunct):****Number of students:** | **X** |  |  | n/a |  |
| **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):** **Number of students:**  |  | **X** |  | n/a | .  |

**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.**

*The outcome goals for the AA Social Work degree will be the same as the AAS HMSV program goals. There is cross over between the two degrees in students and courses. Many AAS HMSV classes currently include AA SWK students. Therefore, those students are being measured under these goals already when completing the PAR report, but have not been specifically singled out. Two additional tools will be selected in 19/20 to measure AA SWK students in additional areas related to the above goals.*

**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.