

Program Assessment Report

15/16 Program Assessment Report

	Program outcome 1	Program outcome 2	Program outcome 3	Program outcome 4	Comments
Course: HMSV 1030 Assessment: Psychosocial Benchmark: 70% (C-) Faculty: Christine Lynch			91% met benchmark 22/24 students	n/a	Students area allowed to edit assignment and turn back in for additional points, which normally raises their grade.
Course: HMSV2030 Assessment: Case Management Plan Benchmark: 70% (C-) Faculty : Molly McCue	92% met benchmark 12/13 students			n/a	Students are allowed to edit assignment and turn back in for additional points, which normally raises their grade.
Course: HMSV2170 Assessment: Evaluations Benchmark: 70% (C-) Faculty: Molly McCue and Christine Lynch		100% met benchmark 17/17 students		n/a	Benchmark rated on Final Site Supervisor Evaluation of student, not average of Midterm and Final Evaluations combined.
Course: Assessment: Benchmark: Faculty:					
Course: Assessment: Benchmark Faculty:					

*** Reflection: The HMSV program requires a grade of C- or above in all HMSV courses for graduation. If a student receives a grade lower than a C- (70%) in a HMSV course, then they have to repeat the course. This means that the majority of our students meet the benchmark out of program requirements. These benchmarks are also based on the new grading scale implemented in Fall 2015, which lowered the benchmark from a 74% to a 70%. No action plan needed at this time.

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

BASIC PARAMETERS:

- 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.

