

PROGRAM ASSESSMENT REPORT

I. Background Information

1. Program Assessed

Program name: Human Services Transfer Program

Program code: AAHUST/ AAHUST01H1

Division: HSBS

Department: BEH

Type of Award: A.A. A.S. A.A.S.
 Cert. Adv. Cert. Post-Assoc. Cert. Cert. of Completion

2. Semester assessment was administered (check one):

Fall 2014,2015

Winter 2014, 2015,2016,2017

Spring/Summer 2015,2016, 2017

3. Assessment tool(s) used (check all that apply):

- Portfolio
- Standardized test
- Other external certification/licensure exam (please describe): _____
- Graduate Survey
- Employer Survey
- Advisory Committee Survey
- Transfer follow-up
- Externally evaluated performance or exhibit
- External evaluation of job performance (internship, co-op, placement, other)
- Capstone experience (please describe): The internship course is the final HSW specific course that students complete. The culmination of this course is the implementation of skills learned via a placement experience.
- Other (please describe):

4. Have any of these tools been used before?

- Yes (if yes, identify which tool) Internship Evaluation Form (filled out by internship supervisor)
- No

If yes, has this tool been altered since its last administration? If so, briefly describe changes made.
 No changes made

5. Indicate the number of students assessed/total number of students enrolled in the course. A total of 9 courses that ran between Winter of 2014 and Summer of 2017 had data available to assess. Here are the Assessed/Enrolled numbers: Winter 2014 15/15; Fall 2014 8/9; Winter 2015 12/12; Spring 2015 14/15; Fall 2015 10/10; Winter 2016 15/16; Spring 2016 10/11; Winter 2017 11/11; Spring 2017 13/13. TOTAL SAMPLE SIZE: 108/112. 4 students opted to withdraw before the end of the class, resulting in uncompleted forms.

6. Describe how students were selected for the assessment.

- a. Describe your sampling method. All students completing HSW 230, the capstone course for the program, are required to submit a supervisor evaluation form as part of course completion.
- b. Describe the population assessed (e.g. graduating students, alumni, entering students, continuing students)? All students completing the HSW 230 capstone course.

II. Results

1. If applicable, briefly describe the changes that were implemented in the program as a result of the previous assessment.

The previous assessment, completed in 2012, indicated that the program was meeting its standard for success. No changes were implemented.

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- State each outcome (verbatim) from the Program Assessment Planning or Program Proposal form for the program that was assessed.
 “Students will demonstrate an ability to successfully perform job duties at a local human services agency.”
- Briefly describe assessment results based on data collected during the program assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected (as a separate document).***

Winter 2014: 14 of 15 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

Fall 2014: 5 of 8 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

Winter 2015: 11 of 15 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

Spring/Summer 2015: 12 of 14 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

Fall 2015: 8 of 10 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

Winter 2016 : 11 of 15 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

Spring/Summer 2016: 9 of 10 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

Winter 2017: 10 of 11 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

Spring/Summer 2017: 12 of 13 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

- For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment (as a separate document).***

Standard of Success: “70% of students must receive “Performs Beyond Expectations” or “Meets Expectations” on all items evaluated by the field supervisor.” Please note: Items designated as “not able to evaluate” were considered to disqualify a student from being counted at exceeding/meeting expectations in ALL categories.

Success rate by semester: Winter 2014-93%, Fall 2014 – 62.5%, Winter 2015 – 91.6%, Spring/Summer 2015 – 85.7%, Fall 2015 -80%, Winter 2016 – 73.3%, Spring/Summer 2016 – 90%, Winter 2017 – 90.1%, Spring/Summer 2017- 92.3%

Success rate on entire data set: 94 of 108 students met or exceeded expectations. **87% met standard of success.**

- Describe the areas of strength and weakness in students’ achievement of the learning outcomes shown in assessment results.

Strengths: When this assessment was completed in 2012 the success rate was 74% (91 out of 123 students). This suggests that we have maintained a successful curriculum over the last six years. The success rate of 87% also means that students are able to retain and implement the knowledge that they have obtained while completing the courses required for the AAHUST degree. In addition,

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28.7% of the students completing the HSW 230 class were marked as “Performing Beyond Expectation” in all 13 areas evaluated. This number suggests that our program is not only preparing our students to succeed in the field, but to excel.

Weaknesses: Our assessment identified 7 students out of 108 (6%) who struggled with community placements and were identified as having one or more areas where they needed improvement. This number is not significant, but there is an average of one student per class that struggles.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

First of all, the 6% of students that struggled in their community placement does not outweigh the 87% that succeeded in their placement. It might be beneficial for the program to review vetting practices and means of identifying students that could use extra guidance prior to starting a field placement. Some students may not be emotionally ready to complete a field course.

It is important to note that in 2017 the program added a 1 credit course to better prepare students for field experience. This course may have an impact on the small percentage of students that struggle in a field placement.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.
 - a. Outcomes/assessments from Program Assessment Planning or Program Proposal form: Based on the limited amount of information that can be gleaned from the supervisor evaluation form, an additional component will be added to the program assessment and implemented in the new HSW 229 Success Skills class. This component will be a multiple choice test that evaluates field knowledge. The combination of the supervisor evaluation form to measure practice and the test to measure knowledge will provide a more well-rounded evaluation of program success.
 - b. Program Curriculum:
 - course sequencing
 - course deletion
 - course addition
 - changes to existing program courses (specify):
 - other (specify):
 - c. Other (specify): Current field supervisor evaluation form will be re-evaluated to determine if some questions can be modified to better gain insight about student performance on site.

3. What is the timeline for implementing these actions? **Academic year 2018-19**

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this program.

Overall, the assessment tool offers a broad perspective of student success in the placement, speaking to the overarching academic success. However, the tool might be better utilized to get a broader picture of student knowledge. (See below.)

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

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Current field supervisor evaluation form will be re-evaluated to determine if some questions can be modified to better gain insight about student performance on site.

- 3. Which outcomes from Program Assessment Planning or Program Proposal form have been addressed in this report?

All X Selected _____

If "All", provide the report date for the next full review: _____ Winter 2021 _____.

If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:

Name: Kristy Norris [Signature] Date: 4/2/2018
Print/Signature

Department Chair: Starr Burke [Signature] Date: 4/3/2018
Print/Signature

Dean: [Signature] Date: 4/4/18
Print/Signature

Please return completed form to the Office of Curriculum & Assessment, SC 257.

Reviewed & Approved by Assessment Committee 4/12/18

PROGRAM ASSESSMENT REPORT

I. Background Information

1. Program Assessed

Program name: Human Services Transfer Program

Program code: AAHUST

Division: HSBS

Department: BEH

Type of Award: A.A. A.S. A.A.S. Cert. Adv. Cert. Post-Assoc. Cert. Cert. of Completion

2. Semester assessment was administered (check one):

 Fall 2009; 2010; 2011 Winter 2009; 2010; 2011 Spring/Summer 2009; 2010; 2011

3. Assessment tool(s) used (check all that apply):

 Portfolio Standardized test Other external certification/licensure exam (please describe): _____ Graduate Survey Employer Survey Advisory Committee Survey Transfer follow-up Externally evaluated performance or exhibit Externally evaluation of job performance (internship, co-op, placement, other) Capstone experience (please describe): The Internship course is generally the final course in the program, evaluating a student's total learning experience as it is represented in a field setting. Other (please describe):

4. Have any of these tools been used before?

 Yes (if yes, identify which tool) Internship Evaluation Form (filled out by internship supervisor) No

If yes, has this tool been altered since its last administration? If so, briefly describe changes made.

N/A

5. Indicate the number of students assessed/total number of students enrolled in the course. Winter 2009 20/20; Spring 2009 12/12; Fall 2009 7/8; Winter 2010 16/16; Spring 2010 14/15; Fall 2010 8/8; Winter 2011 20/21; Spring 2011 12/13; Fall 2011 14/15. TOTAL SAMPLE SIZE: 123/128 Note: Three students were asked to withdraw from the course due to behavioral incidents (Fall 2009, Winter 2011, & Fall 2011) and TWO students withdrew from the course due to personal circumstances (Spring 2010 & Spring 2011)

6. Describe how students were selected for the assessment.

a. Describe your sampling method. All students who completed the course were assessed.

b. Describe the population assessed (e.g. graduating students, alumni, entering students, continuing students)? Students assessed were on the verge of graduating

II. Results

1. If applicable, briefly describe the changes that were implemented in the program as a result of the previous assessment.

N/A

2. State each outcome (verbatim) from the Program Assessment Planning or Program Proposal form for the program that was assessed.

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Approved by the Assessment Committee 10/10/06

logged 2/15/12 sjv

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“Students will demonstrate the ability to successfully perform job duties at a local human services agency.”

3. Briefly describe assessment results based on data collected during the program assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected (as a separate document). Attachment 1***

Winter 2009 15 of 20 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

Spring 2009 10 of 12 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

Fall 2009 4 of 7 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

Winter 2010 11 of 16 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

Spring 2010 14 of 14 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

Fall 2010 5 of 8 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

Winter 2011 15 of 20 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

Spring 2011 8 of 12 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

Fall 2011 10 of 14 students were rated as “Performed Beyond Expectations” or “Meets Expectations” on all items rated by the field supervisor.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment (as a separate document). Attachment 2***

Standard of Success: “70% of students must receive ‘Performs Beyond Expectations’ or ‘Meets expectations’ on all items evaluated by the field supervisor.” Please note: items designated by the field supervisors as “not Able to Evaluate” were NOT included in the calculations. Those designated are reported on the data summary sheets for informational purposes only.

Success Rate by semester: Winter 2009- 75%, Spring 2009- 83%, Fall 2009- 57%, Winter 2010 – 69%, Spring 2010 – 100%, Fall 2010 – 62.8%, Winter 2011 - 75%, Spring 2011 – 67%, Fall 2011 – 71%

Success rate based on complete data set: 91/123 met the standard. **74% met standard of success**

5. Describe the areas of strength and weakness in students’ achievement of the learning outcomes shown in assessment results.

Strengths: Based on the fact that 92 out of 123 (75%) students were able to achieve the standard of success and an additional 16 (14%) students had one or two items that were marked “Not Able to Evaluate” it is believed that the AAHUST students are being adequately and appropriately prepared to enter careers or further education in a helping profession.

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Weaknesses: 14 out of 123 students (11%) had an indication of needing improvement in one or more areas of evaluation, with the average # of improvements being in two areas. There was no one item that stood out as needing the most improvement.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

Based on the above data and the sample size, it is determined that the expectations were met.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.

a. Outcomes/assessments from Program Assessment Planning or Program Proposal form: No changes are planned at this time.

b. Program Curriculum:

- course sequencing
- course deletion
- course addition
- changes to existing program courses (specify):
- other (specify):

c. Other (specify):

3. What is the timeline for implementing these actions?

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this program.

It is believed that the tool used for this assessment is based on independent observation and rating based on performance in the field. Due to the nature of this evaluation and the objective nature of the rater, it is believed that this assessment is a valid tool.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.


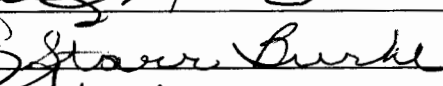
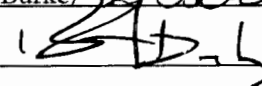
3. Which outcomes from Program Assessment Planning or Program Proposal form have been addressed in this report?

All Selected

If "All", provide the report date for the next full review: Winter 2015.

If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:

Name: Kristy Norris /  Date: 2-9-12
 Print/Signature
 Department Chair: Starr Burke /  Date: 2/9/2012
 Print/Signature
 Dean: Bill Abernethy /  Date: FEB 14 2012
 Print/Signature

Please return completed form to the Office of Curriculum & Assessment, SC 247.

PROGRAM ASSESSMENT REPORT

I. Background Information

1. Program Assessed

Program name: Human Services Transfer Program

Program code: AAHUST

Division: MNB

Department: BEH

Type of Award: A.A. A.S

A.A.S.

Cert.

Adv. Cert.

Post-Assoc. Cert.

Cert. of Completion

2. Semester assessment was administered (check one):

Fall 20_____

Winter 2007; 2008

Spring/Summer 2007

3. Assessment tool(s) used (check all that apply):

Portfolio

Standardized test

Other external certification/licensure exam (please describe): _____

Graduate Survey

Employer Survey

Advisory Committee Survey

Transfer follow-up

Externally evaluated performance or exhibit

Externally evaluation of job performance (internship, co-op, placement, other)

Capstone experience (please describe): see attachments

Other (please describe):

4. Have any of these tools been used before?

Yes: Internship Evaluation Form (filled out by field supervisors)

No

If yes, has this tool been altered since its last administration? If so, briefly describe changes made.

No

5. Indicate the number of students assessed/total number of students enrolled in the course. Three different semesters were assessed: Winter 2007: 9/9. Spring/Summer 2007: 7/7. Winter 2008: 10/10

6. Describe how students were selected for the assessment.

a. Describe your sampling method. All students in the section were assessed.

b. Describe the population assessed (e.g. graduating students, alumni, entering students, continuing students)? Students assessed were on the verge of graduating.

II. Results

1. If applicable, briefly describe the changes that were implemented in the program as a result of the previous assessment.

N/A

2. State each outcome (verbatim) from the Program Assessment Planning or Program Proposal form for the program that was assessed.

“Students will demonstrate the ability to successfully perform job duties at a local human services agency.”

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3. Briefly describe assessment results based on data collected during the program assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected.***

For Winter 2007: 8 of the 9 students in HSW 230 were rated "Performs Beyond Expectations" or "Meets Expectations" on all of the measures rated by the field supervisors: see Attachment A.

For Spring/Summer 2007: 6 of the 7 students in HSW 230 were rated "Performs Beyond Expectations" or "Meets Expectations" on all of the measures rated by the field supervisors: see Attachment B.

For Winter 2008: all ten students in HSW 230 were rated "Performs Beyond Expectations" or "Meets Expectations" on all of the measures rated by the field supervisors: see Attachment C.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. ***Please attach the rubric/scoring guide used for the assessment.***
Standard of success: "70% of students must receive 'Performs Beyond Expectations' or 'Meets Expectations' on all measures evaluated by the field supervisor." Please note: those items designated by the field supervisors as "Not Able to Evaluate" were NOT included in the calculations. Those designations are reported on the data summary sheets for informational purposes only.

Please see Attachments D (Evaluation Form) and E (Explanation of the Evaluation Form).

Winter 2007: 89% of the students in the section met the standard, so the standard of success was met (see Attachment A).

Spring/Summer 2007: 86% of the students in the section met the standard, so the standard of success was met (see Attachment B).

Winter 2008: 100% of the students in the section met the standard, so the standard of success was met (see Attachment C).

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: The fact that the great majority of students (24 of 26, over three semesters) were deemed to have performed at least satisfactorily in all areas measured indicates that the program is indeed adequately preparing students for a career in the helping professions.

Weaknesses: No weaknesses were noted. With regard to the two students who did not meet the standard: in each case, only one area (out of thirteen) was rated as "needing improvement."

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

N/A

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change. No changes are planned at this time.

a. Outcomes/assessments from Program Assessment Planning or Program Proposal form:

b. Program Curriculum:

course sequencing

course deletion

course addition

changes to existing program courses (specify):

other (specify):

c. Other (specify):

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Submitted by:

Name: Chris M. Siehl Chris Siehl Date: July 24, 2008
Print/Signature
Department Chair: Steve Burke Date: 8/4/08
Print/Signature
Dean: Martha Shover Date: 7/25/08
Print/Signature

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3. What is the timeline for implementing these actions? N/A

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this program.

Since the assessment was based on evaluations done by agency personnel who are not employed by WCC, and since the assessments were based on specific, observable behaviors, the assessment tools are deemed to be valid and effective.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
N/A

3. Which outcomes from Program Assessment Planning or Program Proposal form have been addressed in this report?

All Selected _____

If "All", provide the report date for the next full review:

Winter 2009

If "Selected", provide the report date for remaining outcomes: _____.