

Assessment Trends Report
Student Learning Outcomes in Human Service Major

November 11, 2009

The goal of this report is to evaluate the assessment of student learning outcomes in Human Service Major. The report addresses four key questions to evaluate the quality of our assessment processes.

(1) How have we sustained the assessment effort over a multi-year period of time?

How many years have you completed an annual assessment report?

_____ 2006 ___x_2007 _____ 2008 ___x_2009

The Human Service Major program in the Behavioral Science Department developed an assessment plan and learning outcome goals in 2006 and started collecting data in 2007. It submitted annual assessment reports in 2007 and 2009. It has sustained a multiyear assessment effort. The assessment has been used to improve curriculum and pedagogy and the assessment process has been under regular review.

(2) How do we systematically and comprehensively collect and analyze data about student learning?

While many courses in the Behavioral Science department contribute to Human Service major, two full-time faculty members teaching the core Human Service courses collect data to assess the following learning outcome goals:

1. describe and evaluate the dynamics of people with diverse demographics, experiences, and beliefs. Identify how the issues of diversity impact the individual, family and community with regard to discrimination, social, political and other forms of inequality with regard to discrimination, social political and other forms of inequality,
2. show mastery of beginning human service skills of assessment, planning and intervention with individuals and/or groups,
3. demonstrate a basic understanding of outcomes of intervention and the use of qualitative and quantitative methods, and
4. Demonstrate beginning skills in written language, documentation and reporting appropriate to the helping field.

Both direct and indirect data has been systematically collected to measure each learning goal. While students' annual self evaluation survey is collected for assessment, the faculty evaluation and internship supervisor's evaluation of the Capstone Internship Class is also collected as direct data for assessment. Because its emphasis on professionalism, these evaluations are guided by rubrics that are tied closely to learning outcome goals. Student papers and exams are also collected as direct data for assessing student learning. In addition, graduate school and job outcome reports are also collected as indirect data for assessment. We are satisfied with student performance in the program.

(3) How do we use the analysis to improve curriculum and pedagogy and to inform decisions about budgets and strategic priorities?

Our annual assessment reports have been very helpful in guiding our curricular change and pedagogical improvements. It has also informed our decisions and strategic priorities. The assessment reports are shared annually with faculty at the departmental meetings.

Curriculum revision: 1: Fall 2007: Added *Introduction to the Helping Professions*, a course designed to clarify for students the various fields of practice and education for a professional life in the helping professions

Curriculum revision 2: Fall 2007: Added Human Service major specific experiential learning in Immersion courses

Curriculum revision 3: Spring 2008: Revised major course requirements for the BA degree in Human Service, adding divisions of Foundation courses, Methods courses, and specific topic/field courses

Curriculum revision 4: Fall 2009 Added BS degree choice for Human Service Majors to existing BA degree

Pedagogical reform 1: Fall 2006 A) added teaching assistant opportunities for credit to majors, B) independent study courses in experiential professional development

Pedagogical reform 2: Fall 2007 Added International study opportunity for Human Service specific content

(4) How do we evaluate, modify, and continue to improve the student learning assessment process in this program?

In terms of defining and redefining learning outcome goals, our assessment process has confirmed that the student learning outcome goals for the HS major are the right ones and are preparing our students for professional success.

There have been some changes in assessment methods the last three years including both direct and indirect methods including surveys and course work evaluation. Rubrics were revised to address the performance levels of green, yellow and red. No learning goals have been changed/added or deleted during this time.

Evaluation from Focus Visit Leadership Team (includes Academic Deans, Program Leaders, and Focus Visit Report Writers)

Rating: Green

Academic program	Goal 1 (multi-year)	Goal 2 (data collection)	Goal 3 (Use assessment to improve)	Goal 4 (improve assessment)	Total
Human Service	2	3	3	2	10

Based on the four questions/criteria, the Focus Visit Leadership Team rates the Human Service Major program as green and concludes that Human Service major program has been strong in collecting a variety of data and using assessment to improve curriculum and pedagogy and needs to continue the tradition of assessment. Although the data collected is valid, the assessment also needs to collect student artifacts—papers or essay—and demonstrate closer connection between student learning goals and student artifacts in their data analysis. Rubrics could further spell out the specific features in the student artifacts that target specific learning goals. Rationales for recommendations for improving curriculum and pedagogy should be clearly spelled out in the data analysis.