Closing the Assessment Loop Report 2011
Human Services Program

Program Assessment System: Transition Point Assessments

The Department of Human Services and Rehabilitation is committed to department level planning, collection, analysis, and discussion of assessment data for purposes of improving candidate performance and program quality.

With the advent of a curriculum revision in 2006, faculty in the Human Services Program designed and implemented an assessment plan that includes collection of entry, continuation, and exit assessment data. Each year, the data is analyzed in summer and shared with the faculty at the Fall department meeting. Faculty review the data and prioritize areas for continuous improvement during the coming year. A program advisory committee receives updates on continuous improvements and areas requiring special attention.

The following table lists the key assessment points with the corresponding sources of evidence for the Human Services program.

<table>
<thead>
<tr>
<th>Admission</th>
<th>Continuation</th>
<th>Qualification for internship</th>
<th>Program completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA minimum of 2.75</td>
<td>Quarterly GPA</td>
<td>Quarterly GPA</td>
<td>Cumulative GPA</td>
</tr>
<tr>
<td>Transferable AA degree or within 5 credits, or WWU GURs completed or within 10 credits</td>
<td>Course-based assignments and performance tasks</td>
<td>Course-based assignments and performance tasks</td>
<td>Capstone portfolio benchmarked to CSHSE standards</td>
</tr>
<tr>
<td>Admission essay</td>
<td>Course grades</td>
<td>Course grades</td>
<td>Internship final performance Evaluation</td>
</tr>
<tr>
<td>Technology Self-Assessment</td>
<td>Portfolio evidence benchmarked to CSHSE standards</td>
<td>Portfolio evidence benchmarked to CSHSE standards</td>
<td>Exit survey</td>
</tr>
<tr>
<td>Signed agreement to comply with Expectations for</td>
<td>Practicum I benchmark exam</td>
<td>Practicum II field supervisor’s performance</td>
<td></td>
</tr>
</tbody>
</table>

Making a Difference – WITH PEOPLE – in Communities
Academic and Professional Performance
• Contract for exception admission if GPA less than 2.75 and supported by admissions essay/interview

Use of Data for Improvements of Programs and/or Operations

Admissions GPA
The Human Services program has a minimum GPA requirement of 2.75. A department exceptions policy allows for admission in exceptional situations when the GPA is between 2.2 and 2.75. Given past issues with admission GPA at the different sites, and given that it is a primary entry key assessment, all admissions decision-making is centralized within the Chair’s office.

Qualification for Internship
The Human Services program uses a Benchmark assessment at the end of HSP 340 (Practicum I) to assess the students’ readiness for HSP 341 (Practicum II) and HSP 440 (Internship). During 2010-2011, 2 students (1.5%) did not meet the standard on the Benchmark Exam.

Students also need to meet the minimum standard on the HSP 341 Supervisor Evaluation before proceeding to HSP 440. During 2010-2011, 2 students (1.7%) did not meet the standard on the evaluation.

Exit Assessment/Capstone Portfolio
• Pass rate for Capstone Portfolio Benchmark assessment: In previous years, there were students who failed the capstone portfolio benchmark assessment, but still graduated successfully from the major. Last year, the Capstone Portfolio course was revised so that the benchmark assessment accounted for 100% of the final course grade. During 2010-2011, all students met standard by achieving a score in the range of 70-100 points.
• Student concerns about benchmark assessment: In the past, there were several student concerns regarding the use of portfolios as an exit assessment. Several changes have been made to the Capstone Portfolio course and the benchmark assessment. The program will continue to monitor student performance and student/faculty feedback during this next academic year.
Student Exit Surveys
In addition to performance assessments, student exit surveys continue to be an important source of evidence to inform decision-making regarding priorities for continuous improvement. During the Spring of 2011, all graduating seniors completed a comprehensive exit survey. Results indicated that the vast majority of exiting students view the program in a positive light. Ninety-five percent or more of students completing the major agree or strongly agree that they are satisfied with the major, had access to faculty, thought that they received quality faculty instruction, and believed that they developed as a professional.

Some areas where students indicate that the program should continue to work are in the areas of academic rigor, technology, the capstone portfolio, and the value of field visits. Unlike last year, the majority of students indicated an interest in staying in contact with the program following graduation.

Last year, small teams of faculty addressed several of the issues raised by the exit survey.

- **Staying in contact after graduation:** Faculty started a Human Services Facebook group to connect students and alumni for networking purposes and updates. The program will continue to provide the Facebook group this year and will monitor alumni contact. From the exit survey, the percentage of students who indicated they had an interest in staying connected to the program increased to 84%.

- **Capstone Portfolio:** The program will continue to monitor student and faculty feedback regarding the revised content and grading rubric for the Capstone Portfolio.

- **Academic Rigor:** The program has continuously worked to raise the bar on program quality and rigor for the past decade. Yet, as we attract an increasingly talented pool of students into the major, we need to continue to find ways to provide intellectual challenge. The program will continue to address this issue. This past year, 79% of the students agreed that the program was rigorous, which is an increase from previous years.

- **Value of Field Visits:** This is an area that is being addressed by program faculty. This issue has also been raised at HS Advisory Committee meetings to get input from students and field supervisors. The program will continue to investigate ways of strengthening the field visit component to practicum and internship.

- **Developing Technology Skills:** In the past couple of years, there was an emphasis on making sure that students graduate with the technology skills that are required for successful performance as a human services professional. Data from the exit surveys with graduating students show that only 66% agreed or strongly agreed that the major helped them develop new technology skills. This is up from 49% the previous year. This is an ongoing issue within the program to identify a set of measurable technology standards that are professionally relevant to human services students.