

ANNUAL PROGRAM ASSESSMENT REPORT

(For AY 2013-2014 through 2018-2019)

CURRENT YEAR - AY 2017-2018 (Year 5)

UNIT	SCHOOL OF APPLIED STUDIES
Department (if applicable)	HUMAN SERVICES
Degree/Program	Bachelor of Applied Science
Prepared By:	
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Annually, complete a separate report for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Reports are to be sent electronically to assessment@washburn.edu by **June 30** each year.

Use size 10 font.

SECTION I

2017-2018 Academic Year
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>
Last year we developed an exit survey that we are piloting with our MA students – we will be assessing the data we receive in order to determine the utility of an exit survey in the future. This year, we gained important insights from our Advisory Board, which has asked that we focus more on family-based content and highlight family courses we offer in our curriculum to our students. Additionally, we have improved our internship and practicum evaluation forms, in the hopes of improving clarity and obtaining more meaningful assessment information from site supervisors in the community. We also received informal assessment data from a student leader who is set to graduate from our undergraduate program regarding department-level improvements that we are considering.
Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. <i>Cell will expand to accommodate your text.</i>
The matrix used to assess our portfolio paper has been posted – we hope to continue revising this over the next several years with input from our faculty, including new and soon-to-be-hired faculty members. For example, we may need to more specifically design thresholds on the rubric to be clear about expectations and improve inter-faculty agreement when grading.
Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? <i>Cell will expand to accommodate your text.</i>
<input type="checkbox"/> Yes (describe what and why below) <input checked="" type="checkbox"/> No

2016-2017 Academic Year
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>
We have started to develop an exit survey to help assess program outcomes.
Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. <i>Cell will expand to accommodate your text.</i>
Our advisory board has been involved in the assessment process by reviewing one of our primary outcome measures (our internship and practicum evaluation forms) and providing feedback. In addition, the Assessment Committee made some excellent suggestions about our Assessment Plan in 2014/15 that could lead to substantial revisions. We still haven't addressed these yet. We have three faculty leaving this year and two new ones starting in the Fall. We are waiting until our new faculty have started before we have this discussion, so that they are included in our Assessment Planning process. These decisions will impact our rubrics (which is an area that the 2015/16 Committee asked us to address).
Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? <i>Cell will expand to accommodate your text.</i>
<input type="checkbox"/> Yes (describe what and why below) <input checked="" type="checkbox"/> No

2015-2016 Academic Year
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>
Over the past year we have been examining important data that is <i>not</i> in our Assessment Plan but provided critical feedback about our teaching effectiveness. A review of course observations, student evaluations, formal student complaints, and DWF rates indicated that students were receiving a much higher-quality educational experience in courses led by tenure-track faculty as opposed to contingent faculty. This has been very problematic, because when we developed our Master's program, we increased our reliance on adjuncts in order to cover additional classes. Based on these concerns we spent the Fall 2015 semester working to reduce our reliance on adjuncts. We successfully proposed three major undergraduate curriculum revisions (deleting a certificate, reducing from 5 tracks to 2, and compressing our core requirements into fewer courses) that reduce the number of courses we offer each semester. As we move forward, we will be using our Assessment data to evaluate the impact these curriculum changes have had on student learning.
Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. <i>Cell will expand to accommodate your text.</i>
In response to the committee's query, we will note that our Advisory Board is made up of alumni, employers, student, faculty, administrators and professional leaders in the community. We provide them with an annual Assessment update. We also provide students in our Human Services Coalition and Tau Upsilon Alpha Honor Society with an annual Assessment update. Beyond that, we felt that addressing the concerns raised by other data (see above) needed to be an absolute priority for the department this year. We put an enormous amount of work into making substantial changes in a short timeframe.
Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? <i>Cell will expand to accommodate your text.</i>
<input type="checkbox"/> Yes (describe what and why below) <input checked="" type="checkbox"/> No

2014-2015 Academic Year
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>
This is the first year we haven't been involved in major revision of our entire assessment process since we decided to overhaul our practices 3 years ago. We are collecting data at this point.
Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. <i>Cell will expand to accommodate your text.</i>
There were errors in the list of SLOs in last year's catalog, which we have revised. We have specified achievement levels on our Assessment plan.
Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? Cell will expand to accommodate your test
<input checked="" type="checkbox"/> Yes (describe what and why below) <input type="checkbox"/> No
We specified expected achievement levels on our Assessment Plan.

2013-2014 Academic Year
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>
Our program has completed the final phase of our three year plan to improve our assessment practices. Over the past three years we have revised/compressed 12 SLOs to 5. We have revised our assessment measures and are piloting them this Spring. We have also revised our core curriculum based on our new SLOs and the Council for Standards in Human Service Education National Standards for Baccalaureate Degrees. Based on our accomplishments, we were honored with an invitation to present at Washburn's first annual Assessment Poster Session.
Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. <i>Cell will expand to accommodate your text.</i>
Our 2012/13 Assessment Report yielded all <i>Advanced</i> or <i>On Target</i> ratings, and no corrective commentary. We were encouraged to continue moving forward with our 3-year plan and that is what we have done.
Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report?
<input checked="" type="checkbox"/> Yes (describe what and why below) <input type="checkbox"/> No
We used to report on all SLOs annually. We will now be reporting all SLOs once every three years. This will allow an accumulation of data for each reporting period, and makes the task more manageable for our department. We are reporting all SLOs at once because we prefer to assess our program holistically.

SECTION II

Delete rows that are not needed. Copy and paste to add rows. Cells will expand to accommodate your text.

2017-2018 Academic Year			
Program Student Learning Outcomes Analyzed and	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in	Describe how results are shared with faculty, students, university-wide entities, and

<u>Reported for Current Year</u>	should be in your department's assessment subfolder on the shared drive	your department's assessment subfolder on the shared drive	stakeholders (advisory boards, employers, community, alumni, etc.).
PSLO # <u>1</u>	Direct: Internship Evaluations		
	Indirect: Student Portfolio		
PSLO # <u>2</u>	Direct: Internship Evaluations		
	Indirect: Student Portfolio		
PSLO # <u>3</u>	Direct: Internship Evaluations		
	Indirect: Student Portfolio		
PSLO # <u>4</u>	Direct: Internship Evaluations		
	Indirect: Student Portfolio		
PSLO # <u>5</u>	Direct: Internship Evaluations		
	Indirect: Student Portfolio		

Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

Data on all PSLOs was analyzed and summarized in 2015/16. Next reporting year is in 2018/19.

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

We report on Assessment to our Advisory Board and student groups. Our Advisory Board is made up of alumni, employers, student, faculty, administrators and professional leaders in the community, while our student groups represent current student stakeholders. We also post information on our website so that it is publically available.

2016-2017 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.).
PSLO #<u>1</u>	Direct: Internship Evaluations		

Describe the historical development and scope of the Human Services field.	Direct: Student Portfolio		
PSLO #2 Explain the foundational values of the Human Services field, including the promotion of strengths, diversity, social justice, and integrative wellness.	Direct: Internship Evaluations		
	Direct: Student Portfolio		
PSLO #3 Demonstrate effective Human Services prevention, intervention, and evaluation skills.	Direct: Internship Evaluations		
	Direct: Student Portfolio		
PSLO #4 Display effective interpersonal and professional skills appropriate to the Human Services field.	Direct: Internship Evaluations		
	Direct: Student Portfolio		
PSLO #5 Adhere to the Ethical Standards for Human Services Professionals	Direct: Internship Evaluations		
	Direct: Student Portfolio		
PSLO #___	Direct:		
	Indirect:		

Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

Data on all PSOs was analyzed and summarized in 2015/16. Next reporting year is in 2018/19.

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

We report on Assessment to our Advisory Board and student groups. We also post information on our website.

2015-2016 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.)
PSLO #1 Describe the historical development and scope of the Human Services field.	Internship Evaluations	An average of 92.6% of students were at or above target.	Results will be shared at department faculty meetings, advisory board meetings, and department student (coalition and honor society) meetings. A brief summary is posted on our website.
	Student Portfolio	An average of 93.75% of students were at or above target.	Results will be shared at department faculty meetings, advisory board meetings, and department student (coalition and honor society) meetings. A brief summary is posted on our website.
PSLO #2 Explain the foundational values of the Human Services field, including the promotion of strengths, diversity, social justice, and integrative wellness.	Direct: Internship Evaluations	An average of 92.53% of students were at or above target.	Results will be shared at department faculty meetings, advisory board meetings, and department student (coalition and honor society) meetings. A brief summary is posted on our website.
	Student Portfolio	100% of students were at or above target.	Results will be shared at department faculty meetings, advisory board meetings, and department student (coalition and honor society) meetings. A brief summary is posted on our website.
PSLO #3 Demonstrate effective Human Services prevention, intervention, and evaluation skills.	Direct: Internship Evaluations	An average of 81.25% students were at or above target.	Results will be shared at department faculty meetings, advisory board meetings, and department student (coalition and honor society) meetings. A brief summary is posted on our website.

	Student Portfolio	An average of 93.75% of students were at or above target.	Results will be shared at department faculty meetings, advisory board meetings, and department student (coalition and honor society) meetings. A brief summary is posted on our website.
PSLO #4 Display effective interpersonal and professional skills appropriate to the Human Services field.	Direct: Internship Evaluations	An average of 90.72% of students were at or above target.	Results will be shared at department faculty meetings, advisory board meetings, and department student (coalition and honor society) meetings. A brief summary is posted on our website.
	Student Portfolio	100% of students were at or above target.	Results will be shared at department faculty meetings, advisory board meetings, and department student (coalition and honor society) meetings. A brief summary is posted on our website.
PSLO #5 Adhere to the Ethical Standards for Human Services Professionals.	Direct: Internship Evaluations	An average of 87.67% of students were at or above target.	Results will be shared at department faculty meetings, advisory board meetings, and department student (coalition and honor society) meetings. A brief summary is posted on our website.
	Student Portfolio	100% of students were at or above target.	Results will be shared at department faculty meetings, advisory board meetings, and department student (coalition and honor society) meetings. A brief summary is posted on our website.

Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

We recently identified other non-assessment data (e.g. student perceptions and DWF rates under contingent vs. noncontingent instructors) that required immediate attention. In responding to this data, we made some substantial revisions to our curriculum. Current assessment results will serve as a baseline that will help us evaluate the impact of our curriculum changes as they are implemented over the next few years. Faculty have been intimately involved in processing and responding to the non-Assessment data through regular department meetings and curriculum retreats. We will continue to work as a team to evaluate our performance over time.

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

We provide an annual Assessment update to our Advisory Board (which includes student, alumni, faculty, administration, and professional community leaders) and to our student Human Services Coalition and Tau Upsilon Alpha Honor Society. We also post a brief summary of results on our department website.

Delete rows that are not needed. Copy and paste to add rows. Cells will expand to accommodate your text.

2014-2015 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.)
Our department won’t be reporting data until 2015/2016. At that time, all SLOs will be reported.			
Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.			
Four of our six faculty members are involved in collecting data this year. We will be meeting to review data early next Fall.			
Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.			
We had planned to present our revised Internship Evaluation form for feedback at our last Advisory Board meeting, but we didn’t get to that part of the agenda. We will bring it to our Fall 2015 meeting.			

2013-2014 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each P-SLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for P-SLOs analyzed (assessed) this year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are shared with faculty, students, and stakeholders.
Our department won’t be reporting data until 2015/2016. At that time, all SLOs will be reported.			
Describe how faculty members were involved in using assessment data to improve student learning.			
We haven’t collected data during the process of implementing our three year plan. However, the entire HS department participated in a retreat this Spring to revise our curriculum based on our new SLOs and standards of the field. We also met twice this year to revise our assessment tools to align with our new SLOs.			
Describe how stakeholders are engaged in your assessment plan and process.			
We shared our three year plan with our Advisory Board a few years ago. We have shared the feedback of the Assessment Committee each year to our Advisory Board, Student Association and Student Honor Society, and posted it on our website. After piloting our new internship evaluation form this year, we will be asking for feedback from our Advisory Board members (some of whom complete the form as a field supervisor).			

SECTION III

2017-2018 Academic Year
During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).
No new experiences to report. Our PSLOs are continued to be assessed through internships and final portfolio papers.

2016-2017 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

We have not developed any new experiences. We continue to use field experiences and external continuing education to help our students meet our PSLOs.

2015-2016 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

No new experiences. We continue to address each PSLO through internships, in addition to more traditional assessment measures. Due to curriculum modifications we are piloting a revision of our portfolio assignment.

2014-2015 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

No new experiences. We continue to address each PSLO through internships, in addition to more traditional assessment measures.

2013-2014 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

We address each PSLO through internships, in addition to more traditional activities. Each student completes 4 internships as part of their baccalaureate degree.

SECTION IV**2017-2018 Academic Year**

In light of what you have learned through your assessment efforts this year, what are your plans for the next academic year?

Our department will make any necessary revisions to the BAS assessment plan with input from new faculty. We are also working to improve the rubric used for scoring portfolio papers.

2016-2017 Academic Year

In light of what you have learned through your assessment efforts this year, what are your plans for the next academic year?

To revisit the recommendations made by the Assessment Committee in 2014/15.

2015-2016 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

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2014-2015 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?
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Continue to collect data for analysis and reporting next Spring.
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2013-2014 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?
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We will be looking at our pilot data from our new Portfolio rubric and internship evaluation forms and making revisions as needed.
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Supporting documents (rubrics, summary data tables/charts, etc.) should be in your department's assessment subfolder on the shared drive in the correct academic year subfolder.