| Discipline | Course Number | Title |
|---|---|---|
| Human Services Worker | 200 | HSW 200 09/19/2019- Interviewing and Assessment |
| Division | Department | Faculty Preparer |
| Humanities, Social and Behavioral Sciences | Behavioral Sciences | Kristy Norris |
| Date of Last Filed Assessment Report | | |

**I. Review previous assessment reports submitted for this course and provide the following information.**

1. Was this course previously assessed and if so, when?

   Yes

   The last assessment report was submitted on 4/2/2015.

2. Briefly describe the results of previous assessment report(s).

   Previous assessment determined that students were able to demonstrate an understanding of the information and no changes were recommended. Here is the summary from the last assessment: "*Overall, it is believed that the results for all four outcomes is what was expected. It is this preparer's belief that this class is meeting the needs of the students for outcomes 1, 2 and 4. This assessment did not add anything new to the course expectations, but worked to confirm that students are retaining information. Instructors will continue to work on reaffirming the information and work to continue incorporating practice opportunities to reaffirm the course content.*"

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

   No changes were recommended.

**II. Assessment Results per Student Learning Outcome**

Outcome 1: Demonstrate competence in core attending skills in interviewing (i.e. observing, questioning, encouraging, paraphrasing, etc.).

- Assessment Plan

- o Assessment Tool: Departmental review of audiotaped interview, transcript and self-evaluation

- o Assessment Date: Fall 2015

- o Course section(s)/other population: all

- o Number students to be assessed: 20

- o How the assessment will be scored: Scored by instructor conducting (to maintain volunteer confidentiality) course, utilizing scoring outline to assess each student's successful implementation of skills that are being covered. Attending skills will be assessed.

- o Standard of success to be used for this assessment: 70% of students must score a 2 or better for success (scale of 0-3)

- o Who will score and analyze the data: Human Services faculty will blind-score the data when possible.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| | 2019 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 27 | 24 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Three students did not complete the measure for outcome one.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students in the course were required to do an assignment that measured this outcome.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

For this outcome, students were provide with a set of instructions that required them to interview a volunteer and demonstrate a series of core attending skills that

included observation sharing, asking questions, encouraging, and paraphrasing. This recording was then scored for execution of the attending skills. Faculty scored the assignments, then the scores were coded as: 3 (executed the skills), 2 (minor struggle with the skills), 1 (major struggle with the skills) or 0 (did not demonstrate the skills).

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

On a scale of 0 - 3, students scored an average of a 2.5. Fifteen students successfully demonstrated the skills and four students only had minor struggles. Four students significantly struggled with the skills. The standard for success requires that 70% (17 students) score a 2 or better on this outcome. Nineteen students achieved the score of 2 or better, exceeding the 70% threshold.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were able to successfully demonstrate the ability to apply core attending skills in a novel, unpredictable situation while being recorded.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There was no weakness identified with this outcome. It is recommended that instructors continue presenting the material by means of role play and scenarios to continue supporting the application of the skills.


Outcome 2: Identify key elements/types of effective assessment of client needs and strengths.

- Assessment Plan

    o Assessment Tool: Departmental review of response to case study.

    o Assessment Date: Fall 2015

    o Course section(s)/other population: all

    o Number students to be assessed: 20

    o How the assessment will be scored: Scored by departmental review. Students will be supplied with case study and a set of tasks that will include

identifying strengths/needs and writing goals, objectives and a progress note (S.O.A.P.). Scoring rubric will be utilized to assess client's success at task.

- o Standard of success to be used for this assessment: 70% of students must score a 2 or better on each of the two tasks that comprise this outcome.

- o Who will score and analyze the data: Human Services faculty will blind-score the data when possible.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
|  | 2019 |  |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 27 | 27 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All enrolled students were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students in the course were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

All students were presented with a case scenario and asked to identify the needs and strengths for the person portrayed in the scenario.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

This outcome was scored on scale of 0 to 6. It should be noted that the master syllabus is not correct for this outcome. That will be fixed in a syllabus update.

The outcome is just measuring the identification of Strengths and Needs, not SOAP and goals/objectives. There was a cut and paste issue.

For this outcome, students were scored 0 to 6 on a case study (0 - did not complete, 1-4 some struggle, and 5-6 demonstrated competence). Success will be reflected by scoring an average of 5 or greater for students completing the assessment. Note: This is NOT reflected on the master syllabus, but will be after this assessment is completed.

For Strengths, students demonstrated an average score of 5.7 out of 6 on the scale. For Needs, students scored an average of 5.62 out of 6 on the scale. This indicates that the standard for success was achieved.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were overwhelmingly successful at demonstrating the concepts of finding Needs and Strengths.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There was no weakness identified with this outcome. It is recommended that instructors continue presenting the material by means of role play and scenarios to continue supporting the application of the skills.

Outcome 3: Demonstrate influencing skills (i.e. confrontation, reflecting feeling, reframing, etc.).

- Assessment Plan

    o Assessment Tool: Departmental review of audiotape, transcript and self-evaluation.

    o Assessment Date: Fall 2015

    o Course section(s)/other population: all

    o Number students to be assessed: 20

    o How the assessment will be scored: Scored by instructor conducting (to maintain volunteer confidentiality) course, utilizing scoring outline to assess each student's successful implementation of skills that are being covered. Influencing skills will be assessed.

- o Standard of success to be used for this assessment: 70% of students must score a 2 or better for success (scale of 0-3)

- o Who will score and analyze the data: Human Services faculty will blind-score the data when possible.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| | 2019 | |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 27 | 27 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students completed this assessment.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students were given an assignment that embedded this assessment.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were given an assignment to interview a volunteer and demonstrate influencing skills such as confrontation, reflecting feeling, reframing, and self-disclosure. Instructors listened to the recordings and graded based on level of competence with the skills. Those grades were then coded as 3-successfully demonstrated, 2 - minor struggles, 1 - major struggles, and 0 - did not complete. Those coded scores were then used to evaluate for success.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

For this outcome, students averaged a score of 2.81 out of 3. Twenty-two students scored a 3 out of 3, and five students scored a 2 out of 3. 100% of the students

successfully demonstrated the skills or demonstrated the skills with only minor struggles. The standard for success is that 70% of students score a 2 or 3.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were able to successfully demonstrate these skills via a recording. The novel means of presenting these skills puts the students in a position where they have to utilize the skills without pre-planning. Also, this outcome is assessed via the final interview that students complete. The level of success demonstrated for these skills speaks to the amount of work that students dedicate to learning the skills and applying them.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There was no weakness identified with this outcome. It is recommended that instructors continue presenting the material by means of role play and scenarios to continue supporting the application of the skills.

Outcome 4: Demonstrate skill in writing goals, objectives, and progress notes in the context of a client intervention strategy.

- Assessment Plan

  o Assessment Tool: Departmental review of response to case study.

  o Assessment Date: Fall 2015

  o Course section(s)/other population: all

  o Number students to be assessed: 20

  o How the assessment will be scored: Scored by departmental review. Students will be supplied with case study and a set of tasks that will include identifying strengths/needs and writing goals, objectives and a progress note (S.O.A.P.). Scoring rubric will be utilized to assess client's success at task.

  o Standard of success to be used for this assessment: 70% of students must score a 2 or better on each for success (scale of 0-3) with writing goals/objective and an 8 or better for success (scale of 0-12) with writing a S.O.A.P. note.

  o Who will score and analyze the data: Human Services faculty will blind-score the data when possible.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
|  | 2019 |  |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 27 | 27 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

All students were presented with a scenario where they were then asked to apply the skills of writing goals and objectives, as well as writing an appropriate progress note (SOAP note - acronym for Subjective, Objective, Assessment, and Plan).

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

It should be noted that the two instructors used different means for assessing this, but scored out all items on a scale of 0 to 12.  Due to the nature of the data, the outcome will not be able to be based on a percentage of students (70%) that demonstrated a success, but will have to be based on the overall score for an item.  This will be adjusted on the master syllabus after this assessment is approved.

The original standard for success read: 70% of students must score a 2 out of 3 on Writing goals/objectives and an 8 or better on writing a SOAP note.  This indicates that 70% of the students must average a 70% or greater (2 out of 3 & 8 out of 12) on the outcome. The data that was collected provides an overall average

for one class and independent scores for the other class. (Note: it is not easy to extract individual scores when using blackboard rubrics/analysis and blackboard will not be utilized for this outcome going forward).

Having said all of that, student scored an average of 10.46 out of 12 (87.2%) on writing notes and an average of 11.27 out of 12 (93.9%) on writing goals and objectives. Those averages exceed the 70% threshold for success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were, overwhelmingly, able to demonstrate success at writing notes and goals/objectives.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There was no weakness identified with this outcome. It is recommended that instructors continue presenting the material by means of role play and scenarios to continue supporting the application of the skills.

## III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

No changes are recommended to improve student learning.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This assessment reaffirms the fact that students are able to not only repeat the materials presented, but apply the skills and demonstrate an appropriate level of mastery for the techniques based on their level of education. The HSW program, in general, establishes a baseline of learning that far exceeds what many students would likely experience in their first two years of education at a 4 year institution. These outcomes support the claim that most students who graduate from the HSW program are able to demonstrate great success when they transfer to a four year institution and pursue a degree in a helping profession.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information will be shared with the advisory board and all faculty who instruct HSW 200.

4.

Intended Change(s)

| Intended Change | Description of the change | Rationale | Implementation Date |
|---|---|---|---|
| Outcome Language | The Assessment scoring for outcome 2 needs to be corrected to reflect what is actually being measured. | Goals, Objectives, and notes should not be mentioned in Outcome 2, just 4. | 2020 |

5. Is there anything that you would like to mention that was not already captured?

As mentioned previously, one instructor used pen and paper assessments while the other utilized the rubric feature on blackboard. This created something of a challenge when comparing the data points. Going forward, all assessment will utilize the same format for grading to avoid trouble with comparing data points.

## III. Attached Files

Raw Data
Example Grading Rubric for Interview 2
Example Grading Rubric for Interview 1

**Faculty/Preparer:** Kristy Norris **Date:** 11/26/2019
**Department Chair:** Starr Burke **Date:** 11/27/2019
**Dean:** Scott Britten **Date:** 12/05/2019
**Assessment Committee Chair:** Shawn Deron **Date:** 01/28/2020

| Discipline | Course Number | Title |
|---|---|---|
| Human Services Worker | 200 | HSW 200 04/02/2015- Interviewing and Assessment |
| Division | Department | Faculty Preparer |
| Humanities, Social and Behavioral Sciences | Behavioral Sciences | Kristy Norris |
| Date of Last Filed Assessment Report | | |

**I. Assessment Results per Student Learning Outcome**

Outcome 1: Demonstrate competence in core attending skills in interviewing (i.e. observing, questioning, encouraging, paraphrasing, etc.).

- Assessment Plan

    o Assessment Tool: Departmental review of audiotaped interview, transcript and self-evaluation

    o Assessment Date: Fall 2015

    o Course section(s)/other population: all

    o Number students to be assessed: 20

    o How the assessment will be scored: Scored by instructor conducting (to maintain volunteer confidentiality) course, utilizing scoring outline to assess each student's successful implementation of skills that are being covered. Attending skills will be assessed.

    o Standard of success to be used for this assessment: 70% of students must score a 2 or better for success (scale of 0-3)

    o Who will score and analyze the data: Human Services faculty will blind-score the data when possible.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| 2013, 2014 | 2014 | 2014, 2013 |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 156 | 126 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Students did not complete the activity.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students that completed HSW 200 under Kristy Norris were assigned the task of completing a recording that included these skills.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were required to complete a 15-minute recording where they needed to practice the skills of active listening (open/closed questions, encouragers, paraphrase, and summarize) as well as a prompt to write about an observation that they made during the interview. The instructor for the course listened to each tape and scored the recording based on criteria from a rubric.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

126 students completed this evaluation. The average score for this component was 2.3 out of 3 on a scale of 0 to 3. Thirty-two students (25.4%) scored a 3, 42 (33.3%) scored a 2.5, 27 (21.4%) scored a 2. 25 (19.9%) students scored at or below a 1.5. The standard for success is that 70% of students must score a two or better, out of 3. Based on the data that was collected, 80.1% of the sample scored a 2 or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

On this outcome, 32 students (24.5%) scored 3 out of 3 and 42 students (33.3%) scored 2.5 out of 3 on the assessment. 57.8% of the students exceeded the standard for success on this outcome.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> Based on the data, it would represent a level of understanding that suggests that students are retaining information that is being taught, then applying it in real world application. Based on the results, it would be suggested that instructors continue with the current methods used to instruct students on the topic.

Outcome 2: Identify key elements/types of effective assessment of client needs and strengths.

- Assessment Plan

  - Assessment Tool: Departmental review of response to case study.

  - Assessment Date: Fall 2015

  - Course section(s)/other population: all

  - Number students to be assessed: 20

  - How the assessment will be scored: Scored by departmental review. Students will be supplied with case study and a set of tasks that will include identifying strengths/needs and writing goals, objectives and a progress note (S.O.A.P.). Scoring rubric will be utilized to assess client's success at task.

  - Standard of success to be used for this assessment: 70% of students must score a 2 or better on each of the two tasks that comprise this outcome.

  - Who will score and analyze the data: Human Services faculty will blind-score the data when possible.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| 2013 | 2014, 2014 | 2014, 2013 |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 157 | 142 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Some students did not complete the final exam.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students enrolled in Kristy Norris's classes were assessed via an online final exam.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were presented with a case study and given prompts that involved identifying the strengths and weaknesses of the client presented in the case study. The responses were then scored utilizing a rubric.

Note: Scores are based on percentage rather than a 3 to 0 rating scale using the blackboard item analysis. To assess success rates based on criteria on the master syllabus the score must be at least a 66.6% (the percentage score of 2 out of 3).

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

A total of twelve sections of HSW 200 had data available for assessment. The item analysis available on blackboard reports the percentages. For the twelve classes, the percentages were as follows: 100, 88.1, 88.5, 91.7, 100, 82.2, 97.3, 95.8, 100, 100, 100, 89.9. The overall average of these scores is a 94.4%. Based on the data collected, the students successfully completed this outcome significantly above the identified 66.6%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The overall average for this assessment is 94.4% for identifying strengths/weaknesses and a 90.8% for writing a problem statement. This is well above the success rate of 66.6% (the percentage score of a 2 out of 3). These results would indicate that students are successfully demonstrating an understanding of the concepts.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> Based on the data, it would represent a level of understanding that suggests that students are retaining information that is being taught, then applying the concepts when prompted. Based on the results, it would be suggested that instructors continue with the current methods used to instruct students on the topic.

Outcome 3: Demonstrate influencing skills (i.e. confrontation, reflecting feeling, reframing, etc.).

- Assessment Plan

    o Assessment Tool: Departmental review of audiotape, transcript and self-evaluation.

    o Assessment Date: Fall 2015

    o Course section(s)/other population: all

    o Number students to be assessed: 20

    o How the assessment will be scored: Scored by instructor conducting (to maintain volunteer confidentiality) course, utilizing scoring outline to assess each student's successful implementation of skills that are being covered. Influencing skills will be assessed.

    o Standard of success to be used for this assessment: 70% of students must score a 2 or better for success (scale of 0-3)

    o Who will score and analyze the data: Human Services faculty will blind-score the data when possible.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
|---|---|---|
| 2013 | 2014, 2014 | 2014, 2013 |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
|---|---|
| 157 | 130 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

| Not all students completed the assignment. |
|---|

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students had to complete an audio tape recording with a volunteer where they were required to practice the identified influencing skills (reflection, self-disclosure, logical consequences, directives, feedback/opinion, confrontation, reframe).

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Student interviews were reviewed by the instructor of the course, utilizing a rubric that evaluated the completion of the skills. Due to the sensitivity of the information disclosed by the volunteer, on the tape, the instructor of the course was the only one to listen to the tape and evaluate the skills.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

Student success was identified as scoring a 2 or higher on a scale of 0 to 3. For this outcome 18 students scored a 3 (13.9%), 13 students scored a 2.5 (10%), 32 students scored a 2 (24.6) and 67 students scored below a 2 (51.5%) [ 35 students scored a 1.5, 19 students scored a 1 and 13 students scored a 0]. The average score was a 1.7 out of 3. The identified standard for success is a 2 out of 3 for 70% of the class. Only 48.5 percent of the students scored a 2 or higher.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The data on this outcome identified that 18 students (13.8%) scored a 3 out of 3 on the task, and 45 students (34.6%) scored a 2 or higher. A total of 48.4% of students scored at the success level. This number indicates that approximately 50% of the students are successfully applying the skills that they are learning.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The success rate was not achieved for this outcome. Upon review of the student performance, it would appear that the majority of the students scoring below a 2 on the assessment are not able to execute the required skills for the assessment. It

| would be suggested that students have additional role play opportunities to practice the skills. |
| --- |

Outcome 4: Demonstrate skill in writing goals, objectives, and progress notes in the context of a client intervention strategy.

- Assessment Plan

  - o Assessment Tool: Departmental review of response to case study.

  - o Assessment Date: Fall 2015

  - o Course section(s)/other population: all

  - o Number students to be assessed: 20

  - o How the assessment will be scored: Scored by departmental review. Students will be supplied with case study and a set of tasks that will include identifying strengths/needs and writing goals, objectives and a progress note (S.O.A.P.). Scoring rubric will be utilized to assess client's success at task.

  - o Standard of success to be used for this assessment: 70% of students must score a 2 or better on each for success (scale of 0-3) with writing goals/objective and an 8 or better for success (scale of 0-12) with writing a S.O.A.P. note.

  - o Who will score and analyze the data: Human Services faculty will blind-score the data when possible.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

| Fall (indicate years below) | Winter (indicate years below) | SP/SU (indicate years below) |
| --- | --- | --- |
| 2013 | 2014, 2014 | 2014, 2013 |

2. Provide assessment sample size data in the table below.

| # of students enrolled | # of students assessed |
| --- | --- |
| 157 | 142 |

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

| Not all students completed the final exam. |
| --- |

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students were given a case study and instructed to compose a hypothetical goal, two objectives, and case note based on the case study.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The answers were scored, within the department, utilizing a departmental rubric.

Note: The master syllabus states that the measure of success is for 70% of students to score a 2 or higher on the assessment. This component is now being given through blackboard and utilized an item analysis. The scale of 0 to 3 is not utilized. Instead, this assessment will be evaluated based on 70% of the sections scored earning a 66.6%, which is the percentile equivalent of 2 out of 3 on the scale.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Outcome 4 assessed both writing goals/objectives and notes. Students achieved an 81.2% average on the goal/objective component of this assessment and a 87.8% on the note component of this assessment.  Since the criteria for success was a 70% or higher, it has been determined that students have demonstrated a level of understanding that meets the criteria for success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students scored an average of 81.2% on writing goals/objectives and 87.8% on writing notes. Twelve sections of HSW 200 were evaluated, and 11 of those sections scored above the 70% success rate for writing goals/objectives, and 11 of the sectons scored above the 70% success rate for writing a note. Compared to data that was collected in the Fall of 2011, the data for this evaluation improved by 3.2% for writing goals/objectives and remained steady for writing a note, with no change.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Based on the data it would represent a level of understanding that suggests that students are retaining information that is being taught, then applying it in real world application. Based on the results, it would be suggested that instructors continue with the current methods used to instruct students on the topic.

## II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

   Overall, it is believed that the results for all four outcomes is what was expected. It is this preparer's belief that this class is meeting the needs of the students for outcomes 1, 2 and 4. This assessment did not add anything new to the course expectations, but worked to confirm that students are retaining information. Instructors will continue to work on reaffirming the information and work to continue incorporating practice opportunities to reaffirm the course content.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

   This information will be shared with the human services advisory board to report on student success. Instructors will be encouraged to continue incorporating practice opportunities into their course instruction.

3. 
   Intended Change(s)

| Intended Change | Description of the change | Rationale | Implementation Date |
|---|---|---|---|
| No changes intended. | | | |

4. Is there anything that you would like to mention that was not already captured?

   5.

## III. Attached Files

   Raw Data
   Method for evaluation

| **Faculty/Preparer:** | Kristy Norris | **Date:** 05/12/2015 |
|---|---|---|
| **Department Chair:** | Starr Burke | **Date:** 05/12/2015 |
| **Dean:** | Dena Blair | **Date:** 05/13/2015 |

**Assessment Committee Chair:** Michelle Garey **Date:** 06/15/2015

COURSE ASSESSMENT REPORT

## I. Background Information

1.  Course assessed:

    Course Discipline Code and Number:  HSW 200
    Course Title:  Interviewing and Assessment
    Division/Department Codes: HSBS/BEH

2.  Semester assessment was conducted (check one):

    X   Fall 2011
    ☐ Winter 20__
    ☐ Spring/Summer 20__

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

    ☐ Portfolio
    ☐ Standardized test
    ☐ Other external certification/licensure exam (specify):
    ☐ Survey
    X  Prompt (for Outcome 1 & 3)
    ☐ Departmental exam
    ☐ Capstone experience (specify):
    X  Other (specify):  Audio taped interview completed by student  (for Outcomes 2 & 4)

4.  Have these tools been used before?

    X  Yes
    ☐ No

    If yes, have the tools been altered since its last administration? If so, briefly describe changes made.  No changes were made to the measurement tool.

5.  Indicate the number of students assessed and the total number of students enrolled in the course.
    41 students assessed/ 42 enrolled a combined THREE sections of HSW 200.

6.  If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*
    All students that were enrolled in the course were assessed.  One student was enrolled, but quit attending class and was not assessed.

## II. Results

1.  Briefly describe the changes that were implemented in the course as a result of the previous assessment.
    Based on the last assessments that were conducted, the instructor significantly increased the amount of practice time to allow students more opportunity to apply the skills being taught. Assessments completed in 2009 had 3-4 practice sessions for the semester and with assessments conducted for this report students had a minimum of 8-10 practice opportunities.

2.  List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

    Outcome 1: "Demonstrate competence in core attending skills in interviewing (i.e. observing, questioning, encouragers, paraphrasing, etc."
    Outcome 2:  "Identify key elements of an effective assessment of client needs and strengths."
    Outcome 3: " Demonstrate influencing skills (i.e. confrontation, reflecting feeling, reframing, etc.)"
    Outcome 4: " Demonstrate skill in  writing goals, objectives, and progress notes in the context of a client intervention strategy."

3.  For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*
      Outcome 1: 70% of students must score a 2 or better for success (scale of 0-3)
      Outcome 2: 70% of students must score a 2 or better on each of the two tasks that comprise this outcome
      Outcome 3: 70% of students must score a 2 or better for success (scale of 0-3)
      Outcome 4: 70% of students must score a 2 or better for success (scale of 0-3) with writing goals/objectives
            and an 8 or better for success (scale of 0-12) with writing a case (S.O.A.P) note.

4.  Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. *In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.*

      Outcome 1:  Assessment tool involved students recording a 15 minutes interview where they were instructed to utilize a specific skill set (see attachment 1: Interview 1 Grading Rubric).
            Outcome: 9 students scored 3, 19 students scored 2.5, 12 students scored 2, & 1 student scored below 2. This indicates that 97.5% of students met or exceeded the standard for success
      Outcome 2: Assessment tool involved students completing a series of questions referring to a case study that requested students to identify strengths and weaknesses, as well as writing a problem statement.
            Outcome: Strengths/Weaknesses: 33 students scored 3, 4 students scored 2.5, 4 students scored 2
            Problem Statement: 25 students scored 3, 11 students scored 2.5, 3 students scored 2, 2 students scored below 2.
            A combined total on these two areas indicated that 80 out of 82 scores met or exceeded the success criteria (97.5%)
      Outcome 3: Assessment tool involved students recording a 15 minutes interview where they were instructed to utilize a specific skill set (see attachment 2: Interview 2 Grading Rubric) 11 students scored 3,
            Outcome: 16 students scored 2.5, 11 students scored 2, and 3 students scored below 2
            This indicates that 92.7% of students met or exceeded the standard for success.
      Outcome 4: Assessment tool involved students completing a series of questions referring to a case study that requested students to write one goal, two objectives, and compose a case note.
            Outcome: Goals: 16 students scored 3, 16 students scored 2, 9 students scored 1
            Objectives: 16 students scored 3, 16 students scored 2, 8 students scored 1, 1 student scored 0
            S.O.A.P (subjective, objective, assessment, plan): 36 students scored greater than or equal to 8 and 5 students scored below 12. 78% of students met or exceeded the standard for success for both writing goals and writing objectives, while 87.8% of students met or exceeded the standard for success in writing S.O.A.P notes.

5.  Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*
      Strengths: Based on the statistical data reported above, it is believed that the addition of more practice sessions has had a substantial impact on student success. For outcome 1: 9( 21%) of students rated at the level of mastered criteria, while another 19 (46%) scored a 2.5 out of three, indicating that 67% of the students assessed exceeded the standard for success! With regards to identifying strengths/weaknesses on outcome 2: 33 students (80.4%) rated at the level of mastered criteria, while another 4students (9.7%) scored a 2.5 out of three. This indicates that 90.1% of students assessed exceeded the standard for success. With regards to writing a problem statement (part of outcome 2), 25 students (61%) scored at mastered criteria while 11 students (26.8) scored a 2.5. This indicates that 87.8% of students exceeded the standard for success. For outcome 3: 11 students (26.8%) scored at mastered criteria while 16 students (39%) scored a 2.5. This indicates that 65.8% of students exceeded the standard for success. For outcome 4, 16 students (39%) exceeded the criteria for success in BOTH writing goals and writing objectives, while an overwhelming percentage of students (87.8%) met/exceeded criteria for success on writing a note. Based on the statistical data and the fact that students overwhelmingly surpassed the standard for success, it is believed that the current method of teaching is providing appropriate advantages for students to learn the material.

      Weaknesses: Two areas that appeared to have lower numbers were in the Goal writing and Objective writing measures. For each of these areas there were 9 students (22%) who scored below the criteria for success. Based on responses that students supplied for these areas, it is observed that this population of students struggled with meeting all of the SMART (specific, measurable, attainable, relevant, time specific) criteria for writing goals and objectives. One major struggle with this population of students was found in making the goals and objectives measurable and time specific.

**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. *(If students met all expectations, describe your plan for continuous improvement.)*

> For Outcome 4: Regarding goals/objectives further instruction and more in depth exploration of the concepts will be implemented.
>
> For all other outcomes: Instruction will continue to include an adequate number of opportunities for students to work on practicing the skills that they are exposed to through lecture and reading.

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

   a. ☐ Outcomes/Assessments on the Master Syllabus
   Change/rationale:

   b. ☐ Objectives/Evaluation on the Master Syllabus
   Change/rationale:

   c. ☐ Course pre-requisites on the Master Syllabus
   Change/rationale:

   d. ☐ 1st Day Handouts
   Change/rationale:

   e. ☐ Course assignments
   Change/rationale:

   f. ☐ Course materials (check all that apply)
   ☐ Textbook
   ☐ Handouts
   ☐ Other:

   g. ☐ Instructional methods
   Change/rationale:

   h. ☐ Individual lessons & activities
   Change/rationale:

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 course. It is felt that the tools utilized were adequate and appropriate for ascertaining the date that was collected.

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

3. Which outcomes from the master syllabus have been addressed in this report?
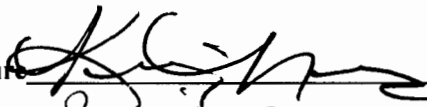   All __X__    Selected _____
   If "All", provide the report date for the next full review: _____ Fall 2014 _____.

   If "Selected", provide the report date for remaining outcomes: _____.
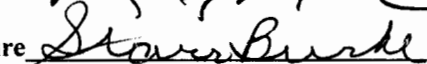
**Submitted by:**
Print:__Kristy Norris_____    Signature_____ Date: 3-27-12
  Faculty/Preparer
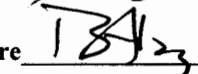
Print:__Starr Burke_____    Signature_____ Date: 3-29-12
  Department Chair

Print:__Bill Abernethy_____    Signature_____ Date: MAR 30 2012
  Dean/Administrator

**COURSE ASSESSMENT REPORT**

## I. Background Information
1.  Course assessed:
    Course Discipline Code and Number: HSW 200
    Course Title: INTERVIEWING AND ASSESSMENT
    Division/Department Codes: MNB/BEH

2.  Semester assessment was conducted (check one):
    ☐ Fall 20__
    ☐ Winter 20__
    ☒ Spring/Summer 2009

3.  Assessment tool(s) used: check all that apply.
    ☐ Portfolio
    ☐ Standardized test
    ☐ Other external certification/licensure exam (specify):
    ☐ Survey
    ☐ Prompt
    ☐ Departmental exam
    ☐ Capstone experience (specify):
    ☒ Other (specify): Audio taped interview completed by student

4.  Have these tools been used before?
    ☐ Yes
    ☒ No

    If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5.  Indicate the number of students assessed/total number of students enrolled in the course.
    10 students were assessed/12 students were enrolled (2 withdrew during the semester)

6.  Describe how students were selected for the assessment.
    All students who completed the interviewing assignment were assessed.

## II. Results
1.  Briefly describe the changes that were implemented in the course as a result of the previous assessment.
    No previous assessment has been conducted

2.  List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
    Outcome 1: Demonstrate competence in core attending skills in interviewing (i.e. observing, questioning, encouragers, paraphrasing, etc.)

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

    Student tapes were listened to and accompanying papers were read to ascertain the student's successful implementation of the basic attending skills. The instructor listened for successful demonstration of the following 5 components of attending: appropriately using open and closed questions, utilizing encouragers, paraphrasing, summarizing and demonstration of at least one observation (verbal or written).

    Based on the tapes, students were critiqued and given a score from 3 to 0, based on how many skills they were able to demonstrate during the interview.
    **3** = successful demonstration of all five components
    **2** = Successful demonstration of 4 components OR poor demonstration of 5 components
    **1** = Successful demonstration of 3 components OR poor demonstration of 4 components
    **0** = demonstrating 2 or fewer components OR poor demonstration of 3 or fewer components

*Approved by the Assessment Committee 11//08*                                                    **1 of 3**

Scores were also broken in to .5 increments in the instances where students demonstrated some competence in components.

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.*
The master syllabus indicates: 70% of students must meet all learning outcomes.
This preparer interpreted this standard of success to mean that students must score 70% or greater on each outcome. 70% on OUTCOME 1 would be the equivalent of a 2.1 on the rubric. For this measure, the preparer is using a 2 on a scale of 0-3 to indicate success. This discrepancy will be addressed with the next master syllabus review.

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

> **Strengths**: On this assessment, 60% of the students met the criteria for success. These students scored a 2.0 or better out of a possible 3 points. Of that 60%, 30% scored ABOVE the minimum criteria. This indicates that approximately 2/3 of the 10 students who submitted the assignment are successfully able to implement the basic attending skills that they are learning in HSW 200.
> **Weaknesses**: On this assessment assignment, 40% of the students scored below the criteria for success. There appears to be a couple of factors that influence this score. First, several of the students expressed intimidation, felt unprepared to complete an interview with a "stranger", and expressed being nervous when undertaking the assignment. These students are still working on developing a sense of competence and self-assuredness. Second, the amount of control that can be exerted over the "client" that each student is interviewing is limited, just like in the real work world with real clients. This means that there are instances where students may not have the opportunity to demonstrate all of the skills they have learned, no matter how hard they try.

## 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.
The instructor will work to increase the number of practice sessions that students have, in order to build up each student's confidence, before sending them for their first taped interview.
The instructor will also work to develop clearer guidelines that each student can present to their "clients" prior to each interview.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
   a. ☐ Outcomes/Assessments on the Master Syllabus
   Change/rationale:

   b. ☒ Objectives/Evaluation on the Master Syllabus
   Change/rationale: The master syllabus will be updated to reflect more clarification regarding standard for success.

   c. ☐ Course pre-requisites on the Master Syllabus
   Change/rationale:

   d. ☐ 1st Day Handouts
   Change/rationale:

   e. ☐ Course assignments
   Change/rationale:

   f. ☐ Course materials (check all that apply)
   ☐ Textbook
   ☐ Handouts
   ☐ Other:

   g. ☒ Instructional methods
   Change/rationale: Provide more interactive activities in class to enhance and build up student confidence and more detailed guideline for student's "clients".

3. What is the timeline for implementing these actions? Starting in Fall of 2009 and reassessed in Fall of 2010

**IV. Future plans**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
Based on the indication of a clear learning curve, with the majority of the students falling within the average range of scoring, it is deemed that this method of assessment is a valid approach to evaluate each student's performance.

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

3. Which outcomes from the master syllabus have been addressed in this report?
All _____ Selected _1_
If "All", provide the report date for the next full review: _____.

If "Selected", provide the report date for remaining outcomes: OUTCOME 2: Fall 2010, Outcome 3 & 4 Fall 2009

**Submitted by:**

Print: _Kristy Norris_ Signature _____ Date: _8/31/09_
Faculty/Preparer

Print: _Starr Burke_ Signature _____ Date: _8/31/09_
Department Chair

Print: _M. Showalter_ Signature _M. Showalt_ Date: _SEP -11 2009_
Dean/Administrator

**COURSE ASSESSMENT REPORT**

## I. Background Information

1. Course assessed:
   Course Discipline Code and Number: HSW 200
   Course Title: INTERVIEWING AND ASSESSMENT
   Division/Department Codes: MNB/BEHD

2. Semester assessment was conducted (check one):
   ☐ Fall
   X See # 5 below
   ☐ Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.
   ☐ Portfolio
   ☐ Standardized test
   ☐ Other external certification/licensure exam (specify):
   ☐ Survey
   X Prompt
   ☐ Departmental exam
   ☐ Capstone experience (specify):
   ☐ Other (specify):

4. Have these tools been used before?
   ☐ Yes
   X No

   If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.
   32 students were assessed/40 enrolled (Winter 2009 and Spring/Summer 2009)

6. Describe how students were selected for the assessment.
   Students were given this assessment as a portion of their final exam. All students who participated in the final exam took this assessment

## II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
   This author is unaware of any previous assessments for this outcome.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
   OUTCOME 4: Demonstrate skill in writing goals, objectives and progress notes in the context of a client intervention strategy

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.*
   Students were presented with a case student that challenged them to create a goal and objectives for that client, along with writing a S.O.A.P. S (subjective), O (objective), A (assessment), and P (plan) note. Student answers were then assessed based on a scoring rubric that had been developed. Students were rated 0-3 on responses for their goal, 0-3 on responses for their objectives and 0-12 for their S.O.A.P. note.
   65% of students reached the success indicator for writing a goal.
   84% of students reached the success indicator for writing an objective.
   59.4% of students reached the success indicator for writing a S.O.A.P. note.

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.*
   The master syllabus indicates: 70% of students must meet all learning outcomes.

*Approved by the Assessment Committee 11//08*

This preparer interpreted this standard of success to mean that students must score 70% or greater on each outcome. For success, criteria on writing a goal and objectives the students would need to score 2 or higher (on a scale of 0-3). For success criteria on writing a S.O.A.P note, students would need to score an 8 or higher (on a scale of 0-12). Clarification of the standard for success will be reflected on master syllabus.
GOAL: 6 students scored 0 (19%); 5 students scored 1 (15.5%); 9 students scored 2 (28%); 12 students scored 3(37.5%).
OBJECTIVES: 1 student scored 0 (3%); 4 students scored 1 (13%); 3 students scored 2 (9%); 24 students scored 3 (75%).
S.O.A.P.: 19 students scored between 8 and 12 (59.4%); 10 students scored between 4 and 7 (31.2%); 3 students scored between 3 and 0 (9.4%).

5.  Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
    Strengths: Students demonstrated a successful ability to write objectives. They demonstrated an understanding to have objectives that are short, measurable and need to be "steps" that help the client work toward a larger goal.

    Weaknesses: Students struggled the most with writing S.O.A.P. notes. Students had a hard time with understanding what needed to be written in the S (subjective), O (objective), A (assessment), and P (plan) aspects of a note.

## 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.
    Instructors will work to better clarify what a S.O.A.P. note is and work to utilize more examples and clarification regarding this aspect.

2.  Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
    a. ☐ Outcomes/Assessments on the Master Syllabus
       Change/rationale:

    b. X Objectives/Evaluation on the Master Syllabus
       Change/rationale: Standard for success will be updated on master syllabus for better clarification.

    c. ☐ Course pre-requisites on the Master Syllabus
       Change/rationale:

    d. ☐ 1st Day Handouts
       Change/rationale:

    e. ☐ Course assignments
       Change/rationale:

    f. ☐ Course materials (check all that apply)
       ☐ Textbook
       X Handouts
       ☐ Other:

    g. X Instructional methods
       Change/rationale: Instructor will work to spend more class time and lecture helping provide instruction and insight on how to write S.O.A.P notes.

    h. ☐ Individual lessons & activities
       Change/rationale:

3. What is the timeline for implementing these actions? Fall 2009 – to Fall 2010 (when next assessment will be)

## IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
   Based on information that was obtained, it is believed that this measure is an accurate depiction of students' level of understanding regarding goals, objectives, and notes.

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

3. Which outcomes from the master syllabus have been addressed in this report?
   All _____ Selected __X__
   If "All", provide the report date for the next full review: _____.

   If "Selected", provide the report date for remaining outcomes: <u>OUTCOME 1, 2, & 3: Fall 2010</u>.

**Submitted by:**

Print: _Kristy Norris_ Signature _____ Date: _8/31/09_
Faculty/Preparer

Print: _Starr Burke_ Signature _____ Date: _8/31/09_
Department Chair

Print: _M. Showalter_ Signature _____ Date: SEP - 1 2009
Dean/Administrator

**COURSE ASSESSMENT REPORT**

**Background Information**
1.  Course assessed:
    Course Discipline Code and Number: HSW 200
    Course Title: Interviewing & Assessment
    Division/Department Codes: MNB/BEH

2.  Semester assessment was conducted (check one):
    ☒ Fall 20_07_
    ☐ Winter 20__
    ☐ Spring/Summer 20__

3.  Assessment tool(s) used: check all that apply.
    ☐ Portfolio
    ☐ Standardized test
    ☐ Other external certification/licensure exam (specify):
    ☐ Survey
    ☒ Prompt
    ☐ Departmental exam
    ☐ Capstone experience (specify):
    ☐ Other (specify):

4.  Have these tools been used before?
    ☐ Yes
    ☒ No

    If yes, have the tools 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.
    25 students drawn from two sections of HSW 200 were assessed.

6.  Describe how students were selected for the assessment.
    All students in attendance on the day of the assessment, were assessed.

**Results**
1.  Briefly describe the changes that were implemented in the course as a result of the previous assessment.
    No previous assessment had been executed.

2.  State each outcome from the master syllabus that was assessed.
    Outcome Two was assessed:"identify key elements of an effective assessment of client needs and strengths."

3.  Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. Please attach a summary of the data collected.
    Students were assessed on the basis of a five-point Likert scale (see attachments for prompt and scoring criteria): four = superior (7), three = above average (5), two = average (6), one = below average (6), zero = failing (1).

4.  For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success.
    The standard of success used was that at least 70% of students being assessed would earn a "two" or higher on the above scale (i.e., would be assessed to be performing at an "average" or above level). _See data - 72%_ _m.s._

5.  Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
**Please return completed form to the Office of Curriculum & Assessment, SC 247.**

Strengths: 28% of the students being assessed performed at a "superior" level: they were able to correctly identify the presenting problem; were able to think about the problem in psychological terms; and were able to correctly identify two or more strengths possessed by the character in the story prompt.

Weaknesses: 28% of the respondents scored in the "below average" or "faililng" range. There appeared to be two main reasons for this. First, students scoring below average tended to be too literal in stating the presenting problem. The presenting problem involved Neil's (the fictional character) fear of losing control, but students had to infer this from what Neil said. The students scoring below average focused too closely on Neil's complaints about his co-worker. Second, students who scored poorly tended to frame the problem in behavioral terms without addressing the psychological underpinnings of the behavior.

## 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, along with a timeline for these actions.
   72% of students met the standard of success.
   See below under "instructional methods."
   Since this assessor is not scheduled to teach future sections of this course, the findings of this assessment will be conveyed to the instructor charged with teaching this course.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
   ☐ Master syllabus
   Change/rationale:

   ☐ Curriculum
   Change/rationale:

   ☐ Course syllabus
   Change/rationale:

   ☐ Course assignments
   Change/rationale: I

   ☐ Course materials (check all that apply)
       ☐ Textbook
       ☐ Handouts
       ☐ Other:
   Change/rationale:

   ☒ Instructional methods
   Change/rationale: This reviewer did not teach the sections being assessed (sections were taught by a part-timer). However, it is reasonable to suppose that students who performed poorly could have benefited from careful study of a fictional "case study" - taking care to address the two items mentioned in the "Weaknesses" section.

   ☐ Other:
   Change/rationale:

## Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
   The assessment tool was deemed to be a valid instrument to measure student learning.
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
   n/a

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

**COURSE ASSESSMENT REPORT**

Submitted by: _CHRIS M. SIEHL_

Name: _Chris M Siehl_      Date: _6/30/08_

Department Chair: _Stan Burke_      Date: _7/1/08_

Dean: _M. Showan_      Date: JUL - 1 2008

_logged 7/7/08_

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

3