



ASSESSMENT REPORT



DIVISION: Community Services & Resources

PROGRAM: Human Services

INDIVIDUAL COMPLETING REPORT: Michelle Hawco

THREE-YEAR CYCLE: 2017-2020

MARK YEAR OF CYCLE:	<input checked="" type="checkbox"/> Year 1	<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 3
	2017-2018	2018-2019	2019-2020

PROGRAM MISSION STATEMENT: The Human Services Program of Southeast Community College prepares students through academic and experiential excellence to be innovative leaders in the community by providing direct supportive services that promote diversity, self-awareness, and social justice.

INSTRUCTIONS

- Transfer the GOALS, OUTCOMES, and TOOLS being assessed in this report from your Assessment Plan as approved by the SCC Assessment Team.
- The GELO should be the FIRST outcome listed. Please include the outcome number (e.g.: 3.1) AND which GELO (e.g.: GELO 1, Oral Comm.)
- Quarters Assessed: Specify Summer, Fall, Winter, or Spring; Year; may include which quarter of program (e.g. 5th Quarter)
- Benchmark: Include # of students and level of success; e.g. 70% of students will score an 80% or higher
- Yr. 1, 2, 3 Results: Specify how many students attained the benchmark and at what level; e.g. 18 of 20 students (90%) met the benchmark.
- Proposed Changes: Indicate if changes will be made for next year. Describe the changes (i.e. Teaching Strategies, Curriculum, etc.)
- Analysis/Follow-up/Results of Changes: Analyze Current Year Results. Provide follow-up results/analysis (the impact of the changes made) if applicable.
- In Year 2 and Year 3 of the cycle make comparisons to previous year’s results and note any ongoing trends.
- References to the Strategic Plan and Budget will be incorporated in the Three Year Summary.

ANNUAL RESULTS SECTION

GOAL (and outcome #): Goal #1 Students will be able to demonstrate critical thinking skills through case studies, role playing and group demonstrations

GENERAL EDUCATION LEARNING OUTCOME: Outcome No. 1.1 is the program's General Education Learning Outcome (GELO) being assessed in this three-year cycle.

MEASUREMENT TOOL 1: Score on the Multicultural Counseling case presentation. 80% of students will score 75% or higher.

Cycle Year	Quarters Assessed	Benchmark	Results/ Analysis/Follow-up/Results of Changes
Year 1 2017-18	Fall, Winter, Spring	80% of students will score 75% or higher on MC counseling presentation	Yr. 1 Results: For the first year assessment period we met our benchmark. For Fall we had 9 out of 10 students score higher than 75%. For the Winter quarter we had 15 out of 16 score higher than 75% and For Spring quarter we had 13 out of 15 students score higher than 75%.
			Yr. 1 Analysis: Students are able to demonstrate the skills being taught.
			Proposed Changes for Year 2: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If Yes, describe changes)
Year 2 2018-19			Yr. 2 Results:
			Yr. 2 Analysis/Follow-up/Results of Changes:
			Proposed Changes for Year 3: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)
Year 3 2019-20			Yr. 3 Results:
			Yr. 3 Analysis/Follow-up/Results of Changes:
			Proposed Changes for Next Cycle: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)

MEASUREMENT TOOL 2: Score on the Ethics/Assertiveness Role Play in Pre Practicum. 80% of students will pass the role play with 3 or less unsatisfactory marks during the general skill display.

Cycle Year	Quarters Assessed	Benchmark	Results/ Analysis/Follow-up/Results of Changes
Year 1 2017-18	Fall Winter Spring	80% of students will pass the ethics role play with 3 or less unsatisfactory marks	Yr. 1 Results: During the Fall Quarter 19 of 19 students passed the Ethics Role Play with less than 3 unsatisfactory marks. During the Winter Quarter 21 out of 21 students passed the role play with less than 3 unsatisfactory remarks. During Spring quarter we did not meet this benchmark with only 13 out of 18 students passing their Ethical Role play with less than 3 unsatisfactory marks.

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			Yr. 1 Analysis: We met the bench mark 2 out of the 3 quarters it was assessed. The students consistently say they are nervous during this role play. We may need to consider moving the activity closer to the end of the class to allow them more time to practice these skills prior to demonstrating them.
			Proposed Changes for Year 2: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If Yes, describe changes) I want to continue to watch this bench mark and the results to see if a pattern emerges.
Year 2 2018-19			Yr. 2 Results:
			Yr. 2 Analysis/Follow-up/Results of Changes:
			Proposed Changes for Year 3: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)
Year 3 2019-20			Yr. 3 Results:
			Yr. 3 Analysis/Follow-up/Results of Changes:
			Proposed Changes for Next Cycle: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)

[Click here to enter text.](#)

MEASUREMENT TOOL 3: Score on group demonstration in Practicum 1. 80% of students will receive 70% or better on the Group Presentation rubric.

Cycle Year	Quarters Assessed	Benchmark	Results/ Analysis/Follow-up/Results of Changes
Year 1 2017-18	Winter Spring Summer	80% of students will receive 70% or better on the Group Rubric in Practicum 1	Yr. 1 Results: For the Winter quarter 19 out of 19 students scored higher than 70%. During the spring quarter, all 21 students scored higher than 70% on their group demonstration. For Summer quarter 11 of 11 students scored higher than 70%
			Yr. 1 Analysis: By the time students get to practicum 1 they have become comfortable with the skills needed to demonstrate proficiency in running an organized Group.
			Proposed Changes for Year 2: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If Yes, describe changes)
Year 2 2018-19			Yr. 2 Results:
			Yr. 2 Analysis/Follow-up/Results of Changes:
			Proposed Changes for Year 3: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)
Year 3 2019-20			Yr. 3 Results:

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			Yr. 3 Analysis/Follow-up/Results of Changes:
			Proposed Changes for Next Cycle: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)

MEASUREMENT TOOL 2: Click here to enter text. *(delete this section if a 2nd tool is not used)*

Cycle Year	Quarters Assessed	Benchmark	Results/ Analysis/Follow-up/Results of Changes
Year 1 2017-18			Yr. 1 Results:
			Yr. 1 Analysis:
			Proposed Changes for Year 2: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)
Year 2 2018-19			Yr. 2 Results:
			Yr. 2 Analysis/Follow-up/Results of Changes:
			Proposed Changes for Year 3: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)
Year 3 2019-20			Yr. 3 Results:
			Yr. 3 Analysis/Follow-up/Results of Changes:
			Proposed Changes for Next Cycle: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)

GOAL (and outcome #): Click here to enter text.

Program OUTCOME: Click here to enter text.

MEASUREMENT TOOL 1: Click here to enter text.

Cycle Year	Quarters Assessed	Benchmark	Results/ Analysis/Follow-up/Results of Changes
Year 1 2017-18			Yr. 1 Results:

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			Yr. 1 Analysis:
			Proposed Changes for Year 2: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)
Year 2 2018-19			Yr. 2 Results:
			Yr. 2 Analysis/Follow-up/Results of Changes:
			Proposed Changes for Year 3: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)
Year 3 2019-20			Yr. 3 Results:
			Yr. 3 Analysis/Follow-up/Results of Changes:
			Proposed Changes for Next Cycle: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)

MEASUREMENT TOOL 2: [Click here to enter text.](#) *(delete this section if a 2nd tool is not used)*

Cycle Year	Quarters Assessed	Benchmark	Results/ Analysis/Follow-up/Results of Changes
Year 1 2017-18			Yr. 1 Results:
			Yr. 1 Analysis:
			Proposed Changes for Year 2: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)
Year 2 2018-19			Yr. 2 Results:
			Yr. 2 Analysis/Follow-up/Results of Changes:
			Proposed Changes for Year 3: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)
Year 3 2019-20			Yr. 3 Results:
			Yr. 3 Analysis/Follow-up/Results of Changes:

			Proposed Changes for Next Cycle: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)
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Program OUTCOME: Click here to enter text.

MEASUREMENT TOOL 1: Click here to enter text.

Cycle Year	Quarters Assessed	Benchmark	Results/ Analysis/Follow-up/Results of Changes
Year 1 2017-18			Yr. 1 Results:
			Yr. 1 Analysis:
			Proposed Changes for Year 2: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)
Year 2 2018-19			Yr. 2 Results:
			Yr. 2 Analysis/Follow-up/Results of Changes:
			Proposed Changes for Year 3: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)
Year 3 2019-20			Yr. 3 Results:
			Yr. 3 Analysis/Follow-up/Results of Changes:
			Proposed Changes for Next Cycle: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)

MEASUREMENT TOOL 2: Click here to enter text. *(delete this section if a 2nd tool is not used)*

Cycle Year	Quarters Assessed	Benchmark	Results/ Analysis/Follow-up/Results of Changes
Year 1 2017-18			Yr. 1 Results:
			Yr. 1 Analysis:

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			Proposed Changes for Year 2: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)
Year 2 2018-19			Yr. 2 Results:
			Yr. 2 Analysis/Follow-up/Results of Changes:
			Proposed Changes for Year 3: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)
Year 3 2019-20			Yr. 3 Results:
			Yr. 3 Analysis/Follow-up/Results of Changes:
			Proposed Changes for Next Cycle: <input type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)

THREE-YEAR SUMMARY

INSTRUCTIONS

The goal of assessment is to improve student learning. In the SUMMARY section below, identify what your program learned during this three-year assessment cycle and how the results will lead to program improvement. Topics to address in your summary:

- What did your program most want your students to learn?
- How does the data show the students are (or are not) learning the intended outcomes?
- How does the General Education Learning Outcome (GELO) help students achieve a program goal?
- How has your program utilized the results to impact curriculum and/or strategies to improve student learning?
- How are the assessment results related to the program's Strategic Plan and Budget?
- What recommendations will the program implement in the next three-year assessment cycle?

SUMMARY

Click here to enter text.

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<p>Individual Completing Report: Click here to enter text.</p> <p>Title: Click here to enter text.</p> <p>Office Phone: Click here to enter text.</p> <p>Email: Click here to enter text.</p>	<p>Program Chair: Click here to enter text. <i>(if someone else completed report)</i></p> <p>Office Phone: Click here to enter text.</p> <p>Email: Click here to enter text.</p>
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