

Human Services Assessment Plan

The Mission Statement of the Woodring College of Education firmly establishes the expectation that we will *model best practices in teaching and learning and evaluate our processes and outcomes to assure continual program improvement*. The human services program is therefore committed to implementation of assessment and evaluation systems that are consistent with the best thinking about the nature of assessment and the principles of best practice in using assessment-based information for program improvement. We view assessment as a process integral to learning that involves observing the performance of candidates in context and evaluating performance on the basis of national standards in human services education.

The human services program engages in ongoing assessment of program effectiveness through collection and analysis of a variety of types of evidence pertaining to applicant qualifications and candidate continuation, qualification for internship, and program completion. We have developed a plan for collecting and evaluating information about candidate knowledge and performance as evidence for program level decisions. The evaluation questions, possible outcomes, and sources of evidence for each program decision point are presented in the following table.

Program Level Decisions and Sources of Evidence

Program Decision	Evaluation Questions	Possible Outcomes	Sources of Evidence
Admission	<ul style="list-style-type: none"> • Is this applicant qualified to enter the program? • Are the goals of the applicant compatible with the goals of the program? • What resources exist to support applicants in completing or strengthening their application? 	<ul style="list-style-type: none"> • Applicant is admitted • Applicant is admitted with a GPA of less than 2.75 • Applicant may need to clarify intended goals through a personal interview. • Applicant is not admitted and referred to appropriate resources 	<ul style="list-style-type: none"> • GPA minimum of 2.75 • Transferable AA degree or within 5 credits, or WWU GURs completed or within 10 credits • Admission essay • Evidence of computer competency • Contract to comply with performance expectations • Contract for exception admission if GPA less than 2.75 and supported by admissions essay/interview
Continuation	<ul style="list-style-type: none"> • Is the candidate making progress in the program? • Has the candidate demonstrated ability to meet academic, professional and essential functions of performance? • Has the candidate demonstrated proficiency in use of knowledge, skills, and dispositions necessary for more advanced work in the program? 	<ul style="list-style-type: none"> • Candidate is permitted to enroll in next course sequence • A case conference is conducted. • Candidate develops a plan for improvement, is advised out of the program, or dropped according to college/program policy 	<ul style="list-style-type: none"> • Quarterly GPA • Course-based assignments and performance tasks • Course grades • Portfolio evidence benchmarked to CSHSE standards

Program Decision	Evaluation Questions	Possible Outcomes	Sources of Evidence
Qualification for Internship	<ul style="list-style-type: none"> • Has the candidate demonstrated proficiency in use of knowledge, theory, skills and values necessary for the internship? • How has the candidate used information obtained from self-assessment and reflection about his or her own professional growth? 	<ul style="list-style-type: none"> • Candidate is permitted entry to the internship • A case conference is conducted and the candidate is required to repeat and/or add coursework and/or field experiences to address areas of concern 	<ul style="list-style-type: none"> • Quarterly GPA • Course-based assignments and performance tasks • Course grades • Portfolio evidence benchmarked to CSHSE standards • Practicum I benchmark exam • Practicum II field supervisor's performance evaluation
Completion	<ul style="list-style-type: none"> • Has the candidate successfully completed the course and field experience requirements for the program? • Can the student demonstrate proficiency in use of knowledge, theory, skills and values that meet CSHSE standards? 	<ul style="list-style-type: none"> • Candidate is recommended for graduation • Candidate completes additional internship work • Candidate is not recommended for graduation 	<ul style="list-style-type: none"> • Cumulative GPA • Capstone portfolio benchmarked to CSHSE standards • Internship final performance evaluation • Exit survey

Our redesigned human services program aligns with the national standards outlined by the Council for Standards in Human Services Education (CSHSE), as reflected in our philosophy statement that underpins the curriculum:

Human services professionals effect change at all levels of society to enhance the well-being of self, individual, group, community, and global systems. Social justice, self determination, and service to others through strengths-based models of ethical professional practice define our program philosophy. The dynamic, resilient, and interdependent nature of systems provides a conceptual framework for the curriculum. Intellectual inquiry immerses learners in multiple perspectives, theories, and disciplines, anchoring us in the diverse lived experiences of self and others. With a deep commitment to making a difference, students discover ways to facilitate processes for systems analysis, problem-solving, advocacy, and social change.

We believe students should have the opportunity to learn by *reflecting on* and *building on* what they already know and are able to do as they develop the competencies that are demonstrated for program completion. The [Human Services Curriculum: Standards-Based Assessment Plan](#) graphic identifies the courses and developmental sequence that provide candidates with opportunities to learn, practice, and demonstrate proficiency. The [Human Service Program Alignment with National Professional Standards](#) matrix shows the alignment between the learning outcomes, program components, and assessments.

Candidates in the human services program must successfully complete a midpoint assessment through two practicum field experiences in order to continue in the program and qualify for the internship. Within HSP 340 - Practicum and Seminar I, candidates must pass an exam on professional behavior and ethics. Within HSP 341 - Practicum and Seminar II, candidates are evaluated on 18 performance domains relative to professional behavior, using a 4-point rating scale from 1 (unsatisfactory progress toward meeting performance standards) to 4 (exceeds performance standards). Candidates are evaluated by field supervisors on their ability to meet targeted learning objectives through specific learning activities, within HSP 440 - Internship and Seminar.

As they progress through the human services program, candidates complete portfolio entries used to demonstrate meeting national standards. These entries are then finalized within HSP 495 – Capstone Portfolio, a benchmark assessment completed in the final quarter of the program.

Additional evidence regarding candidate performance relative to the CSHSE standards as well as program operations is gathered from exit surveys conducted with candidates during the last quarter of the program. In addition, employment placement surveys are conducted one year after program completion. The data gathered via these surveys provides important information relative to program effectiveness, and in conjunction with candidate performance data during the program, is used for decisions regarding program improvement.