Cover Sheet for Academic Program Assessment Plans

Directions: Please complete a separate cover sheet for each academic program of study. Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master’s and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Education, Health, and Human Services

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Certificate in HS

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

☑ Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program. Date of Endorsement: 2/2/2016

Department Chair’s Signature: [Signature]
Date: 2/5/2016

College/School/Branch/Campus Dean’s Signature: [Signature]
Date: 2/2/2016

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1 Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
A. College, Department and Date

1. College: Division of Education, Health and Human Services, UNM Gallup
2. Department: Human Services Program
3. Date: February 1, 2016

B. Academic Program of Study*
Certificate in Human Services

C. Contact Person(s) for the Assessment Plan
Sylvia R. Andrew, Professor, sandrew@unm.edu

D. Broad Program Goals & Measurable Student Learning Outcomes (SLOs)
[List below:]

1. Broad Program Learning Goal(s) for this Degree/Certificate Program

A. Students will draw on diverse perspectives from essential knowledge in the social and behavioral sciences to examine historical and contemporary perspectives in applying general systems and/or ecosystems theory in assessing the complex problems and challenges of diverse populations.

B. Students will demonstrate the skills, ability and interest in continuing their education to be successful in pursuing the Associate of Arts degree in Human Services.

2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program

A.1. Students will know the historical development of Human Services and the profession’s historical commitment to human rights, and social and economic justice.

A.2. Students will analyze and assess the structure and dynamics of human services systems in the context of diversity and cultural competency in determining and meeting human services needs and how public and private attitudes influence Legislation and the interpretation of public policy demonstrated in written and oral communication.

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B.1. Students completing the introductory course in Human Services will determine whether Human Services will be their program of study and if students will continue their academic program of study leading to the Certificate or Associate of Arts degree in Human Services.

E. **Assessment of Student Learning Plan**
All programs are expected to measure student learning outcomes annually and to measure all program student learning outcomes at least once over one, two, or three assessment cycles. Each unit determines which of its student learning outcomes to assess during an assessment cycle. Describe the program’s one, two, or three year plan for assessing program-level student learning outcomes by addressing 1 thru 4 below.

1. **Student Learning Outcomes Matrix**
   
   [Insert all student learning outcomes that will be assessed by the unit over the next one, two, or three assessment cycles.]

Relationship to UNM Student Learning Goals (insert the program’s SLOs and check all that apply):

<table>
<thead>
<tr>
<th>University of New Mexico Student Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program SLOs</td>
</tr>
<tr>
<td><strong>A1. Students will know the historical development of Human Services and the profession’s historical commitment to human rights and social and economic justice.</strong></td>
</tr>
<tr>
<td><strong>A2. Students will analyze and assess the structure and dynamics of human services systems in the context of diversity and cultural competency in determining and meeting human services needs and how public and private attitudes influence Legislation and the interpretation of public policy demonstrated in written and oral communication.</strong></td>
</tr>
<tr>
<td><strong>B1. Students completing the introductory course in Human Services will determine whether Human Services will be their program of study and if students will continue their academic program of study leading to the Certificate or Associate of Arts degree in Human Services.</strong></td>
</tr>
</tbody>
</table>
2. How will learning outcomes be assessed? *(Address Ai thru Aiii individually or complete the table below)*

A. What:

The Human Services Program recently revised the 30 credit hour Certificate in Human Services that reduced the previously required 15 credit hours of Human Services program electives to 9 and increased the previously required 9 credit hours of essential education (general education courses) to 21 credit hours. These changes were designed to decrease the likelihood that students would enroll in electives that may not transfer to other programs of study in the event students decide not to focus on Human Services. These revisions will make it possible for students to enroll in essential education courses that can be applied to other academic programs of study in the event a student elects not to pursue the program of study in Human Services after taking the introductory course. Therefore, this is the first assessment plan for the program. This plan includes the assessment of three (3) learning objectives over a three-year period (Fall 2016 to spring 2019).

A formal assessment of HS 101 has not been conducted, however; a pilot assessment was conducted in the fall 2014, spring 2015, and fall 2015 on the peer student oral evaluation rubric and the writing assignment rubric that is used by both the student and Instructor. As a result of preliminary data, some changes were made to the oral presentation rubric to strengthen the usefulness of the feedback from their fellow students and to provide a more streamlined rubric to determine the reliability of the student and instructor evaluations of the written assignment. The pre/post assessment will be developed during the spring 2016 semester for implementation in the fall 2016.

The Human Services Program will assess the A1 SLO through a pre and post test assessment tool to measure students’ knowledge and perceived competencies. At the end of the semester, the Instructor will compute pre and post test scores to determine students’ perceived level of competency and knowledge in HS 101. The criterion for success consists of 80% of the class scoring 72% or higher on the objective component (knowledge) of the post-test and 75% or higher on the students’ perceived competence at post test.

In the event students do not achieve a score of 72% or higher on the objective component and 75% or higher on the perceived competence component, the faculty will examine the results and identify strategies for strengthening the course content so that students can achieve the SLO outcome.

The faculty in the Human Services Program considers the objective component of the pre/post test a direct measure of learning and the students’ perceived competence at post-test an indirect measure of student learning.

The Human Services Program will assess the A2 SLO through a writing assignment that focuses on a human services issue or a vulnerable population in the Four Corners region of the Southwest. The writing assignment includes the application of a general systems or ecosystems framework for analyzing the issue(s). A rubric will be used to evaluate the extent to which each area of the framework is addressed in the written assignment. Both the instructor and student will review the writing assignment based on the rubric.
The A2 SLO will also be assessed by a peer feedback rubric on the student’s oral presentation of the student’s written assignment. The student/instructor rubric that will be used to assess the written assignment and the peer feedback rubric are considered **direct measures of learning**.

The Human Services Program will assess the B1 SLO on the pre/post-test of student learning (described in SLO 2) that asks students about their level of interest and commitment to pursuing Human Services as a program of study. At post-test students will be asked whether after taking this course they will continue their program of study towards a Certificate or Associate of Arts degree in Human Services. The criterion for success is that 60% of students enrolled in HS 101 will elect to pursue Human Services for their program of study. In the event, students to not achieve 60% or higher on this subjective assessment, the faculty will review students’ responses indicating why/why not Human Services was/was not selected as their program of study. However, the selection of a professional career is highly subjective based on student interest, required competencies, and demands of working with vulnerable populations.

The faculty considers this assessment an **indirect measure of learning**.

**B. Who:**

The A1 and A2 SLO’s will be evaluated for all students enrolled in the HS 101 course offered in the fall and spring semesters. The HS 101 is the introductory course for students pursuing the Certificate in Human Services and is a pre-requisite for subsequent courses for the Certificate. There is only one section of HS 101 offered every semester and the inclusion of all students in the assessment will yield a representative sample.

The B1 SLO will be evaluated in the HS 101 course offered in the fall and spring semesters and will include all students enrolled in the course. The inclusion of all students in the assessment should result in a representative sample.

**3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**

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**The Certificate in Human Services SLO Assessment**

**Three Year Plan (Fall 2016–Spring 2019)**

<table>
<thead>
<tr>
<th>SLO</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 (HS 101)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>A1 (HS 101)</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>B1 (HS 101)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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The Human Services Program has only one full-time faculty that will be responsible for compiling and analyzing outcomes data at the end of the academic school year. The results will be tabulated and discussed with the Division Chair early in the fall semester.

4. **What is the unit’s process to analyze/interpret assessment data and use results to improve student learning?**

The faculty member teaching the courses being assessed will analyze the data and prepare a summary of findings at the end of the academic year and prepare preliminary findings. The findings will be discussed with the Chair of the Division early in the fall semester and presented to the students continuing in the Human Services Program for their review, comments, and recommendations.
Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 2/2/2016

Decision (check one):
- Revision Needed (see first feedback section below)
- [X] Assessment Plan Approved

Guiding Questions

1. Leads to data of real value?
   - SLOs high value or convenient?
   - SLOs clearly measurable?
2. Make sense?
   - Doable/Sustainable?
   - Do pieces align?
3. Clearly leads to Improvement?
   - Process leads to improvement conversations?
   - How useful will data be for improvement?

Feedback on immediate actions that are needed before approval:

Thank you

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Please ensure you submit your assessment reports as specified in your program assessment plan. CARC will look forward to your Spring 2016 report. Please send reports to email GAssess@ unm.edu.