

(4) How do we evaluate, modify, and continue to improve the student learning assessment process in this program?

In terms of defining and redefining learning outcome goals, our assessment process has confirmed that the student learning outcome goals for the HS major are the right ones and are preparing our students for professional success.

There have been some changes in assessment methods the last three years including both direct and indirect methods including surveys and course work evaluation. Rubrics were revised to address the performance levels of green, yellow and red. No learning goals have been changed/added or deleted during this time.

Evaluation from Focus Visit Leadership Team (includes Academic Deans, Program Leaders, and Focus Visit Report Writers)

Rating: Green

Academic program	Goal 1 (multi-year)	Goal 2 (data collection)	Goal 3 (Use assessment to improve)	Goal 4 (improve assessment)	Total
Human Service	2	3	3	2	10

Based on the four questions/criteria, the Focus Visit Leadership Team rates the Human Service Major program as green and concludes that Human Service major program has been strong in collecting a variety of data and using assessment to improve curriculum and pedagogy and needs to continue the tradition of assessment. Although the data collected is valid, the assessment also needs to collect student artifacts (papers or essay) and demonstrate closer connection between student learning goals and student artifacts in their data analysis. Rubrics could further spell out the specific features in the student artifacts that target specific learning goals. Rationales for recommendations for improving curriculum and pedagogy should be clearly spelled out in the data analysis.