Degree Program Assessment Plan

Degree Program - HS - Community, Family, and Addiction Sciences (BS)

CIP Code: 19.0707.00
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Program Purpose Statement: The College of Human Sciences provides multidisciplinary education, research, and service focused on individuals, families, and their environments for the purpose of improving and enhancing the human condition.

Assessment Coordinator: C. Nichole Morelock

Student Learning Outcome: Human Services Professional Skills

Students will demonstrate skills necessary to succeed as a human services professional, such as grant writing, financial management, supervision, program development, and program evaluation.

Outcome Status: Active
Outcome Type: Program, Student Learning
Start Date: 08/25/2015

Assessment Methods

**Course Level Assessment** - CFAS 4330 Budget Analysis Assignment. This assignment was created to assess this student learning outcome; students create a predicted budget for one month's income and expenses, and then reconcile that with actual income and spending on an excel spreadsheet. (Active)

**Criterion:** 80% of students will earn a score of 75% or higher on the Budget Analysis Assignment. A score of 80% relates to a grade of "B" or above average achievement.

**Schedule:** Spring

**Related Documents:**
- Monthly Statement of Activities BUDGET Example CFAS 4330.xlsx

**Internship Employer Survey** - CFAS 4314 Community Practicum Supervisor Evaluation Form describing student performance. Feedback from field supervisors off campus is a critical source of information and another way of assessing student performance and outcomes of student learning. (Active)

**Criterion:** 90% of students will receive an average rating of 4 or higher (5 point scale) on the Practicum Supervisor Evaluation.

**Schedule:** Summer

**Related Documents:**
- CFAS 4314 Supervisor Evaluation Forms.doc

**Course Level Assessment** - Course Exams in CFAS 4330, Administration in CFAS. Exams are designed to test mastery of essential knowledge related to this outcome. (Active)

**Criterion:** 80% of students will earn a score of 80% or higher on course exams in CFAS 4330. A score of 80% relates to a grade of "B" or above average achievement.

**Schedule:** Spring
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<table>
<thead>
<tr>
<th><strong>Student Projects</strong> - CFAS 4380 Vision Paper</th>
<th>The Vision Paper includes multiple components that demonstrate skills related to program development and evaluation. (Active)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion:</strong> 80% of students will earn a score of 80% or higher on the Vision Paper Final Project</td>
<td>A score of 80% relates to a grade of &quot;B&quot; or above average achievement.</td>
</tr>
<tr>
<td><strong>Schedule:</strong> Fall</td>
<td></td>
</tr>
<tr>
<td><strong>Related Documents:</strong></td>
<td>VISION PAPER CHECKLIST CFAS 4380.docx</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Capstone Assignment/Project</strong> - CFAS 4390 Senior Seminar Grant Proposal Final Project</th>
<th>The final project is a direct assessment of student mastery of the course content and skills related to successful grantsmanship. (Active)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion:</strong> 80% of students will earn a score of 80% or higher on the Grant Proposal Final Project</td>
<td>A score of 80% relates to a grade of &quot;B&quot; or above average achievement.</td>
</tr>
<tr>
<td><strong>Schedule:</strong> Spring</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Exit Survey</strong></th>
<th>Senior survey items 1-5, 8, and 9, evaluated on a 5 point scale. This survey helps us gather general information about the program. It also asks students to assess their own achievement related to this student learning outcome.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The CFAS major has prepared me to work in the human services field.</td>
<td>2. I can utilize appropriate management and supervision strategies.</td>
</tr>
<tr>
<td>3. I understand best practices related to fund raising and grant writing.</td>
<td>4. I am prepared to serve as an administrator of a human service organization.</td>
</tr>
<tr>
<td>5. I can create and manage a budget for an organization.</td>
<td>8. I am familiar with the code of ethics for my future career.</td>
</tr>
<tr>
<td>9. I can conduct a program evaluation and make useful recommendations to improve an organization.</td>
<td>(Active)</td>
</tr>
<tr>
<td><strong>Criterion:</strong> 85% of students will endorse a rating of “Agree” or “Strongly Agree” on these items, an average rating of 4 or above.</td>
<td><strong>Schedule:</strong> Summer</td>
</tr>
<tr>
<td><strong>Related Documents:</strong></td>
<td>CFAS Senior Survey 2015.docx</td>
</tr>
</tbody>
</table>

### Student Learning Outcome: Knowledge and Application of Addictive Disorders

Students will demonstrate knowledge and application of the theoretical approaches to understanding and treating addictive disorders, including prevention and recovery.

**Outcome Status:** Active

**Outcome Type:** Program, Strategic, Student Learning

**Start Date:** 08/25/2014

#### Assessment Methods

<table>
<thead>
<tr>
<th><strong>Case Studies</strong> - ADRS 4325 Addiction Assessment Summary</th>
<th>including a Biopsychosocial Interview and DSM Diagnosis, and diagnosis justification. (Active)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion:</strong> 80% of students will earn a score of 75% or higher on the Assessment Summary.</td>
<td>A score of 75% relates to a grade of &quot;C&quot; or average achievement.</td>
</tr>
<tr>
<td><strong>Schedule:</strong> Fall and Spring</td>
<td></td>
</tr>
<tr>
<td><strong>Related Documents:</strong></td>
<td>ADRS 4325 Addiction Assessment and Treatment Plan Assignment Description.docx</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Student Projects - ADRS 4325 Treatment Plan Assignment: students will create an individualized treatment plan based on the data collected for the Assessment Summary. (Active)</th>
</tr>
</thead>
</table>
| **Criterion:** 80% of students will earn a score of 75% or higher on the Treatment Plan Assignment. A score of 75% relates to a grade of "C" or average achievement.  
**Schedule:** Fall and Spring  
**Related Documents:**  
  - ADRS 4325 Addiction Assessment and Treatment Plan Assignment Description.docx |

<table>
<thead>
<tr>
<th>Student Projects - ADRS 3327 (formerly 2327) Practical Exercise Projects (3 over semester). These projects require students to critically evaluate prevention programs from the perspective of content, goals, structure, and community needs. (Active)</th>
</tr>
</thead>
</table>
| **Criterion:** 80% of students will earn a score of 75% or higher on the Practical Exercise Projects. A score of 75% relates to a grade of "C" or average achievement.  
**Schedule:** Fall, and spring semesters when offered  
**Related Documents:**  
  - Exercise One Grading Rubric.docx  
  - Exercise One.docx  
  - Exercise Three Grading Rubric.docx  
  - Exercise Three.docx  
  - Exercise Two Grading Rubric.docx  
  - Exercise Two.docx |

<table>
<thead>
<tr>
<th>Student Exit Survey - This survey helps us gather general information about the program. It also asks students to assess their own achievement related to this student learning outcome. Senior Survey item 10: 10. I can identify the factors relevant to addictive disorders, including current approaches to prevention and treatment. (Active)</th>
</tr>
</thead>
</table>
| **Criterion:** 85% of students will endorse a rating of “Agree” or “Strongly Agree” on this item, a rating of 4 or higher on a 5 point scale.  
**Schedule:** Spring  
**Related Documents:**  
  - CFAS Senior Survey 2015.docx |

### Student Learning Outcome: Work Effectively with Diverse Populations

Students will demonstrate an understanding of the field of human services and the ability work effectively with diverse populations.

**Outcome Status:** Active  
**Outcome Type:** Program, Student Learning  
**Start Date:** 09/01/2015

**Assessment Methods**

<table>
<thead>
<tr>
<th>Essays - CFAS 4331 Movie Character Analysis Paper to demonstrate understanding of family dynamics, family systems theory, and therapeutic models of change. (Active)</th>
</tr>
</thead>
</table>
| **Criterion:** 80% of students will earn a score of 70% or higher on the Movie Character Analysis Paper. A score of 70% relates to a grade of "C," average achievement or a rating of "Developing" on the grading rubric.  
**Schedule:** Fall  
**Related Documents:**  
  - CFAS 4331 video reaction rubric.docx |

<table>
<thead>
<tr>
<th>Student Exit Survey - Senior survey items 6 and 7, rated on a 5 point scale:</th>
</tr>
</thead>
</table>
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6. I am prepared to work with diverse populations.
7. I understand the common issues faced by today's families.
This survey helps us gather general information about the program. It also asks students to assess their own achievement related to this student learning outcome. (Active)

**Criterion:** 90% of students will endorse a rating of “Agree” or “Strongly Agree”, a rating of 4 or higher, on Senior Survey items 6 and 7.

**Schedule:** Spring

**Related Documents:**
[CFAS Senior Survey 2015.docx](#)

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**Essays** - Students will write four reflective essays based on four unique experiential activities designed to increase students' knowledge and exposure to different contexts. Essays will be graded using a rubric that evaluates student performance at Novice, Competent, and Proficient levels of achievement. (Active)

**Criterion:** 75% of students will achieve a level of "Competent" or "Proficient" on the Explanation of Stereotypes and Preconceptions of Group Experience elements of the rubric.

**Schedule:** Fall

**Related Documents:**
[CFAS 2360 Experiential Project Rubric.pdf](#)