Assessment: Assessment Plan

TEXAS TECH UNIVERSITY
Office of the Provost
Office *of* Planning & Assessment

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
Modality: Face-to-Face

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

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

Capstone Assignment/Project - CFAS 4390 Senior Seminar Grant Proposal Final Project. The final project is a direct assessment of student mastery of the course content and skills related to successful grantsmanship. (Active)
Criterion: 80% of students will earn a score of 80% or higher on the Grant Proposal Final Project. A score of 80% relates to a grade of "B" or above average achievement.   **Schedule:** Spring   **Related Documents:**   Communication Literacy Rubric (CLR).docx

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Student Exit Survey - 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.
1. The CFAS major has prepared me to work in the human services field.
2. I can utilize appropriate management and supervision strategies.
3. I understand best practices related to fund raising and grant writing.
4. I am prepared to serve as an administrator of a human service organization.
5. I can create and manage a budget for an organization.
8. I am familiar with the code of ethics for my future career.
9. I can conduct a program evaluation and make useful recommendations to improve an organization.
 (Active)

Criterion: 85% of students will endorse a rating of "Agree" or "Strongly Agree" on these items, an average rating of 4 or above.
Schedule: Summer
Related Documents:
CFAS Senior Survey 2015.docx

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. An analysis paper is also completed. (Active)

Criterion: 80% of students will earn a rank of "Proficient" on the grading rubric categories of Budget Spreadsheet and Spending Story (analysis paper)
Schedule: Spring
Related Documents:
CFAS 4330 Budget Analysis Assignment Rubric.pdf

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

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)

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

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 9 (item 10 in pre 2019 versions):
9. I can identify the factors relevant to addictive disorders, including current approaches to prevention and treatment.   (Active)

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

Case Studies - ADRS 4325 Addiction Assessment Summary, including a Biopsychosocial Interview and DSM Diagnosis, and diagnosis justification.   (Active)

Criterion: 75% of students will earn a ranking of "Proficient" on the grading rubric categories of BPS Assessment, Diagnosis, and Diagnosis Justification.
Schedule: Fall and Spring

Student Projects - ADRS 4325 Treatment Plan Assignment: students will create an individualized treatment plan based on the data collected for the Assessment Summary.   (Active)

Criterion: 75% of students will earn a rating of "Proficient" on the Treatment Plan portion of the rubric.
Schedule: Fall and Spring

Student Projects - ADRS 3327 Practical Exercise Project #3. This project requires students to develop a logic model and critically evaluate prevention programs from the perspective of content, goals, structure, and community needs.   (Active)

Criterion: 75% of students will score at the rank of "Proficient" on the Logic Model and Evaluation portions of the grading rubric
Schedule: Fall and Spring, when offered.

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

Student Exit Survey - Senior survey items 5 and 6 (6 and 7 on pre-2019 version), rated on a 5 point scale:
5. I am prepared to work with diverse populations.
6. 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

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

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Preconceptions of Group Experience elements of the rubric.
Schedule: Fall
Related Documents:
CFAS 2360 Experiential Project Rubric.pdf

Essays - CFAS 4331 Movie Character Analysis Paper to demonstrate understanding of family dynamics, family systems theory, and therapeutic models of change. (Active)

Criterion: 80% of students will score at the level of "Proficient" on the "Theory Application" portion of the grading rubric.
Schedule: Fall, and spring when course is offered.

Student Projects - CFAS 2360 Historical Oppression Project. This assignment requires students to research a historically oppressed group to identify the effects of the oppression on the population, analyze current events related to the oppression, and identify specific ways to advocate for the population. (Active)

Criterion: 75% of students will score at the level of "Proficient" on these rubric categories: Awareness & Understanding, Present Oppression, and Advocacy & Resources.
Schedule: Fall and Spring

Student Learning Outcome: (CL) Discipline Specific Communication Literacy

Students will acquire the ability to utilize appropriate, professional verbal, aural, and written communication to create systemic change across a wide variety of contexts. Specifically:
1.   THERAPEUTIC INTERPERSONAL COMMUNICATION SKILLS: Demonstrate the ability to analyze and interpret verbal and nonverbal communication to develop treatment plans, facilitate client change, and evaluate client progress within a therapeutic context.
2.   ANALYSIS AND APPLICATION OF WRITTEN DATA: Conduct a community needs assessment, develop human service programs, evaluate program outcomes, and effectively present this information in written and oral presentation formats to professional or community audiences.
3.   PROFESSIONAL WRITTEN AND ORAL COMMUNICATION: Create professionally composed written and oral works using APA style individually and within a team to communicate effectively with professional audiences, through venues such as community presentations, trainings, media contributions, and funding proposals.

Outcome Status: Active
Outcome Type: Program
Start Date: 09/03/2018
Additional Assessment Component: Communication Literacy, Marketable Skills

Assessment Methods

Capstone Assignment/Project - CFAS 4390 Senior Seminar Grant Proposal Final Project. In small groups, students will complete a properly structured grant proposal using APA format. The proposal will be broken down into the following components: specific aims, literature review, method/research strategy, dissemination plan, budget and justification, project timeline, reference list, and author CV's. Key components will be revised and re-written based on faculty feedback before final compilation. Students will give an oral presentation of their proposal to the class, which will also be evaluated. (Active)

Criterion: 75% of students will earn a rating of "Proficient" (3) or "Commendable" (4) the 4 point summative assessment rubric.
Schedule: Spring

Case Studies - ADRS 4325 Addiction Assessment Summary, including a Biopsychosocial Interview and DSM Diagnosis, and diagnosis justification.   (Active)

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Criterion: 75% of students will earn a ranking of "Proficient" (3) or "Commendable" (4) on the 4 point summative rubric for this project.
Schedule: Fall or Spring

Student Projects - ADRS 4325 Treatment Plan Assignment: students will create an individualized treatment plan based on the data collected for the Assessment Summary that includes a problem list, long term and short term goals, interventions, indicators, and consequences. Both the assessment summary and treatment plan will be written in the style and language consistent with the addiction recovery field. (Active)

Criterion: 75% of students will earn a rating of "Proficient" (3) or "Commendable" (4) on the summative assessment rubric.
Schedule: Fall or Spring

Student Projects - Program Evaluation Project (Application Exercise #3) in ADRS 3327.   (Active)

Criterion: 80% of students will earn a rating of "Acceptable" or "Target" on the following portions of the Communication Literacy assessment rubric: Clarity of Communication, Fluency in Mode of Communication, and Awareness of Audience.
Schedule: Usually assessed during the fall semester, or the terms in which ADRS 3327 is offered.
Related Documents:
Exercise Three.docx
CL Rubric.pdf