



REVISING THE ASSESSMENT PLAN: *LESS IS MORE*

<http://www.washburn.edu/human-services>

*Catalyst for Change

In 2012 the Human Services Department restructured to include a **Master of Arts**.

The role of **Department Assessment Liaison** was transferred from one faculty member to another.

We used this transition as an **opportunity to evaluate** our Assessment Plan.

*Human Services Assessment History

Consistent high (“Advanced”) marks.

Winner of the 2011
VPAA’s Assessment Award

So why change?...

*The Human Services Department

- Approximately 300 students
- Certificates, Minors, AA, BAS, & MA Degrees
- 50 students in internships every semester
- 0 clinical coordinators
- 1 fantastic secretary
- 6 full-time faculty members
- 15 adjunct instructors each semester

...An **effective Assessment Plan is not good enough.**
We need an **efficient Assessment Plan.**

*Our Guiding Principles of Assessment

- Our primary mission is **teaching**
- Assessment is *valuable*, but only to the extent that it improves **teaching**
- Excessive time devoted to assessment is time taken away from **teaching**

➔ Start with minimally adequate assessment plan; add only those practices that *directly* enhance student learning

*Revising our Assessment Plan

- Collapse 12 Departmental SLOs into 5
- Streamline Internship Evaluation forms
- Transition from a “showcase” portfolio to a developmental/evaluative portfolio
- Continue Self-Assessment for teaching purposes, but drop it from the Assessment Plan
- Discontinue several minor assessments (e.g., pre and post tests)

*Why Less is More

Increased Data Utilization

The less time we spend collecting data, the more time we have to use it

Decreased Noise

By generating fewer data points, and focusing on only the highest quality sources, we are better able to identify important areas of strength and weakness

Resources Aligned with Mission

Less time assessing
=
More time teaching