**Year 2**

**Non-Accredited Programs Only**

**Student Learning Outcomes (SLOs) for Academic Programs**

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Display an understanding, and the ability to apply, the foundational concepts and theoretical perspectives that inform Human Services and Family Life Education
2. Demonstrate an understanding of human development throughout the lifespan and the diversity of family and community relationships
3. Interpret, analyze, evaluate, and disseminate information using professional oral and written communication techniques
4. Demonstrate the ability to effectively engage with internal and external departmental constituents
5. Exhibit an understanding of the value of personal and professional ethical conduct

**Overview of Measures/Instruments**

| ***SLO(s)****Note: Measures might be used for more than 1 SLO* | ***ULG\**** | ***Measures/Instruments****Please include a clear description of the instrument including when and where it is administered* | **How is the Information Used?***(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)* |
| --- | --- | --- | --- |
| 1. Display an understanding, and the ability to apply, the foundational concepts and theoretical perspectives related to Human Services and Family Life Education |  | *HSL 2200 Intro to Human Services Programs* Statement of Understanding Assignment* Infographic representing the profession of Human Services
* Assignment within course; assessed by faculty

*HSL 3853 Child Development Practicum* Part III of the Family Life Education Assignment* Educational program for families of children enrolled in the Child Development Practicum
	+ Webinar, event, blog, children’s activities, make/take, classroom bulletin boards
* Capstone assignment within course; assessed using a rubric developed by practicum faculty
 | Target: 80% or more will complete each assignment with a C or higherTarget met HSL 2200Fall 2019: 14/17 (# >80%/# in class/es)2020: 102/110Target met HSL 3853Fall 2019: N/A2020: 33/37 |
| 2. Demonstrate an understanding of human development throughout the lifespan and the diversity of family and community relationships | C, Q | *HSL 1800 Human Development* Part III of Observation assignment* Observation of individuals at various stages of the lifespan; Part III focuses on older adults
* Assignment within course; assessed using a common rubric

*HSL 2820 Family Relationships* Family Analysis paper* Analysis of family structure based on Family Systems Theory
* Assignment within course; assessed by faculty

*HSL 4775 Human Services Programs and Resource Management* Community Resource Review and Evaluation * Identification of, and evaluation and report on, tools used in family resource management
* Capstone assignment within course; assessed using rubric developed by Financial Literacy faculty
 | Target: 80% or more will complete each assignment with a C or higherTarget met HSL 1800Fall 2019: 12/612020: 28/135Target met HSL 2820Fall 2019: N/AFall 2020: 15/18Target met HSL 4775Fall 2019: 14/142020: 64/69 |
| 3. Interpret, analyze, evaluate, and disseminate information using professional oral and written communication techniques | C, W, S, Q | *HSL 3800 Sexuality Education* Webinar* Development of educational program submitted electronically with data/narration
* Assignment within course; assessed using a common rubric developed by HSCL faculty with expertise in content area

*HSL 4845 Family Stress and Resilience* Research Presentation * Capstone presentation on a stress, resilience, or crisis-related topic impacting individuals, families and communities
* Assignment within course; assessed using EIU’s Assessment of Written Work and EIU’s Assessment of Oral Work

*HSL 4854 Leadership in Family Life Education* Family Life Education assignment* Capstone paper using principles of Family Life Education through the National Council on Family Relations
* Assignment within course; assessed by faculty
 | Assignments Target: 80% or more will complete each assignment with a C or higherTarget met HSL 3800Fall 2019: 32/352020: 27/29Target met HSL 4845Fall 2019: N/A2020: 23/23Target met HSL 4854Fall 2019: N/A2020: 32/34 |
| 4. Demonstrate the ability to effectively engage with internal and external departmental constituents | S, R | *HSL 4200 Orientation to Human Services Program Administration Internships* Job/Internship Fair* Attend EIU Job/Internship Fair and submit reflection
* Assignment within course; assessed by determining participation through Career Services and submission of a paper that is assessed by faculty

*HSL 4275 Internship in HSPA** Pass internship class (i.e., grades average a C or higher)
* Assessed by supervising faculty through weekly reports, midterm and final papers and self and site supervisor midterm and final assessment using Qualtrics

*HSL 4846 Aging and the Family* Oral History Interview * Capstone paper analysis of content of an interview with an older adult
* Assignment within course; assessed using a common rubric developed by Aging Studies faculty
 | HSL 4200 Target: 90% will attend and submit reflectionTarget metFall 2019: 7/82020: 36/39HSL 4275 Target: 85% will pass (CR) the internship classTarget metFall 2019: 4/42020: 42/44HSL 4846 Target: 80% or more will complete assignment with a C or higherTarget metFall 2019: 14/152020: 31/34 |
| 5. Exhibit an understanding of the value of personal and professional ethical conduct  | C, R | *HSL 3853 Child Development Practicum* Mandated Reporter Assignment* DCFS Webinar required by the state to work with young children
* Assignment within course, assessed by faculty through submission of completion certificate

*HSL 4275 Internship in HSPA** Pass internship class (i.e., grades average a C or higher)
* Assessed by supervising faculty through weekly reports, midterm and final papers and self and site supervisor midterm and final assessment using Qualtrics

*HSL 4850 Community, Culture and Intersectionality* Professional Development Plan* Paper addressing professional development with an eye toward addressing diversity
* Assignment within course; assessed by faculty
 | HSL 3853 Target: 90% will complete the Mandated Reporter TrainingTarget metFall 2019: 16/172020: 35/37HSL 4275 Target: 85% will pass (CR) the internship classTarget metFall 2019: 4/42020: 42/44HSL 4850 Target: 80% will complete the assignment with a C or higherTarget metFall 2019: N/A2020: 41/47 |

*\*Please reference any University Learning Target(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

**Improvements and Changes Based on Assessment**

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

The School of Family and Consumer Sciences Family Services program area transitioned to the Department of Human Services and Community Leadership Fall 2019. The department launched with a) major and minor in Human Services Program Administration, b) minor in Financial Literacy, and c) minor in Aging Studies. This is the 1st formal assessment report of the new department, however we have informally reviewed our processes, programs, and courses on a continual basis.

* Developed Special Topics courses
	+ Financial Aid Navigation 1sh
	+ Families, Incarceration, and Advocacy 2sh
	+ Chronic Disease Self-Management 1sh
	+ Child Welfare: Court Appointed Special Advocate (CASA) Training 2sh
* Created an Early Childhood Program Administration minor that leads to credentials through Gateways to Opportunity
* Worked with Public Health to cross-list and collaborate on *HSL/PUB Health Education Research Methods I*

In process:

* Departmental Honors program
* Departmental name change to “Human Services”
* Early Childhood Program Administration Bachelors in collaboration with the College of Education

 Under discussion:

* Bundles of Special Topics courses
	+ Expand Child Welfare offerings
		- Child Welfare Licensure Training - move students through the trainings required to become Child Welfare Specialists with DCFS (Department of Children and Family Services)
		- Divorce Education and Co-Parenting
		- Family Law and Advocacy
	+ Intergenerational Relationships and Caregiving
	+ Sexual Health and Safety
		- Sexual Assault Counseling and Information Services (SAICS) crisis intervention training through the Illinois Coalition Against Sexual Assault (ICASA)
		- Access to Services: LGBTQI+, older adults, special needs

2. Please provide a brief description or bulleted list of any improvements (or declines) observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

* Expanded the FCS Child Development Laboratory into the Child and Family Life Education Center (CFLEC) - Family engagement is high on CFLEC Facebook page as per Facebook usage data
	+ Follows the model of Family Life Education through the National Council on Family Relations
	+ Offers programming across the Lifespan
		- Past Speaker Series – financial literacy, discipline and guidance, wellness in early childhood, vaccination hesitation (before Covid), Covid basics
		- Developing webinars on accessing services for LGBTQI+ population, divorce education, parenting during Covid, adolescent vaping
	+ Houses *HSL 3853 Child Development Practicum*
		- Shifted to remote offerings during Covid; continuing hybrid offerings since moving back to a face-to-face schedule
* Introduced the PiPes Program to address the need for remote internships Summer 2020 - every student that wanted to complete their work online was assured placement in a remote internship so Covid did not impact graduation
	+ Some students focused on project-based work, interacting with multiple sites
	+ Provided laptops and Wi-Fi hot spots to students that were hampered by a lack of technology
	+ Partially grant funded
	+ Resulted in the publication Virtual Internships in Health and Human Services: Practices and Strategies for Planning (In Press) for the Journal of Family and Consumer Sciences
* Initiated HSCL Student Ambassadors and Financial Literacy Ambassadors – students have engaged in campus and remote activities

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

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| **History of Annual Review** |
| **Date of Annual Review**  | **Individuals/Groups who Reviewed Plan**  | **Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc.)** |
| **NOTE – HSCL launched Fall Fall 2019** |  |  |
| August 2020 | The full HSCL faculty and staff participated in the informal assessment of the program each year through regular meetings | * Development of Special Topics courses
* Introduction of focused Family Life Education course content (i.e., HSL 3853, HSL 4854)
* Wrote common rubrics
 |
| August 2021 | Full faculty/staff will formally review current assessment data in late Fall 2021 |  |

**Dean Review & Feedback**

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Dean or designee Date