

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: M.S. in Human Services

Dept: Human Services

College: Health and Human Services

Submitted by: Kathleen O'Rourke

Part 1:

<p>CGS Learning Goal #1 A depth of content knowledge</p>	<p>Program Learning Goal(s): Students will demonstrate a depth of content knowledge, including an understanding of human development at various stages of the lifespan, leadership and ethics in family life education, theoretical application, family/public policy, and diversity among individuals and families.</p>
<p>How are learners assessed?</p>	<p>a) Certification of Comprehensive Knowledge (CCK) Written Paper Capstone Rubric [direct measure; course embedded]: Students completing the written capstone will be evaluated on their knowledge and understanding of public policy, ethics, theories, diversity, and research in an area of human services.</p> <p>b) Thesis [a direct measure]: Students defending theses will be evaluated on their knowledge and understanding of specialized human services topics and the research methods process.</p> <p>c) Certification of Comprehensive Knowledge (CCK) Oral Presentation Capstone Rubric [direct measure; course embedded]: Students completing the oral presentation capstone will be evaluated on their knowledge and understanding of specialized human services content and ability to apply knowledge/understanding of research, diversity, public policy, human development/family theories, and ethics in human services program performance.</p>

	d) Theoretical Application Paper [direct measure; course embedded]: Students enrolled in the HSL 5850 Readings/Theories of Human Development and Family Life (a required course) will be evaluated on their ability to proficiently apply theories to a specialized topic or case study.
What are the expectations for the students?	<p>a) At least 85% of the evaluations submitted by faculty reviewers will rate students as competent (2 on a 3-point scale) or higher. <i>The 3-point scale, here and throughout the report, includes the following ratings:</i> <i>3=highly competent</i> <i>2=competent</i> <i>1=not competent</i></p> <p>b) At least 85% of the evaluations submitted by faculty reviewers will rate students as competent (2 on a 3-point scale) or higher.</p> <p>c) At least 85% of the evaluations submitted by faculty reviewers will rate students as competent (2 on a 3-point scale) or higher.</p> <p>d) At least 85% of the rubric evaluations submitted by faculty teaching the course will rate students as competent (2 on a 3-point scale) or higher. For the assignment grade, at least 85% of students will earn at least a minimum score of 85%.</p>
What are the expectations for the program?	The program expects that at least 85% of students will demonstrate a depth of content knowledge, including an understanding of human development at various stages of the lifespan, leadership and ethics in family life education, theoretical application, family/public policy, and diversity among individuals and families, as evidenced through CCK papers and presentations, theses, and specified course assignments (including a minimum assignment grade of 85% on course assignments).
What were the results?	a) 100% of the evaluations rated students at a 3 (highly competent).

	<p>b) No HS students completed a thesis during AY 21-22.</p> <p>c) 100% of the evaluations rated students at a 3 (highly competent).</p> <p>d) 100% of students were rated as competent (2 on a 3-point scale) or higher (81% of whom earned a rating of 3). For the assignment grade, at least 85% of students earned at least a minimum score of 85%, and scores ranged from 84-99%.</p>
<p>How are the results shared? How will these results be used?</p>	<p>a) The CCK capstone is evaluated by the student's academic advisor, who is also the graduate coordinator. If needed (e.g., average rubric rating below a 2, unforeseen problematic circumstances), additional HS graduate faculty reviewers evaluate the CCK capstone. Results are disseminated to HS faculty meetings to ascertain where and how changes or improvements need to be made.</p> <p>b) Thesis committee members evaluate the student's performance. Results are disseminated to HS faculty during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Students are also encouraged to showcase their work at the annual spring EIU Graduate Expo.</p> <p>c) The CCK capstone is evaluated by the student's academic advisor, who is also the graduate coordinator. If needed (e.g., average rubric rating below a 2, unforeseen problematic circumstances), additional HS graduate faculty reviewers evaluate the CCK capstone. Results are discussed in HS faculty meetings to ascertain where and how changes or improvements need to be made.</p> <p>d) Faculty teaching HSL 5850 evaluate students' papers and provide numeric and narrative feedback to students. Assessment data, including course assignment samples/outcomes, are disseminated to the HS faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.</p>

<p>CGS Learning Goal #2: Critical thinking and problem-solving skills</p>	<p>Program Learning Goal(s): Students will demonstrate critical thinking skills about human services topics.</p>
<p>How are learners assessed?</p>	<p>a) CCK Capstone Rubric [a direct measure]: a) Students completing CCK capstone written papers and oral presentations will be evaluated on their ability to think critically regarding human services topics.</p> <p>b) Thesis Rubric [a direct measure]: Students defending theses will be evaluated on their ability to think critically about human services topics.</p> <p>c) Research Proposal Presentation Rubric and Assignment Grade [direct measure; course embedded]: Students enrolled in HSL 5900 Research Methods (a required course) will be evaluated on their ability to demonstrate an understanding of research design, sampling techniques, measurement, procedures for data collection, and data analysis in the context of current issues and theoretical applications in human services.</p>
<p>What are the expectations for the students?</p>	<p>a) At least 85% of the evaluations submitted by faculty reviewers will rate students as competent (2 on a 3-point scale) or higher.</p> <p>b) At least 85% of the evaluations submitted by faculty reviewers will rate students as competent (2 on a 3-point scale) or higher.</p> <p>c) At least 85% of the evaluations submitted by faculty teaching the course will rate students as competent (2 on a 3-point scale) or higher. For the assignment grade, at least 85% of students will earn at least a minimum score of 85%.</p>
<p>What are the expectations for the program?</p>	<p>The program expects that at least 85% of students will demonstrate critical thinking skills about human services topics, as evidenced through CCK papers and presentations, theses, and specified course assignments (including a minimum assignment grade of 85% on course assignments).</p>

<p>What were the results?</p>	<p>a) 100% of the evaluations rated students at a 3 - highly competent.</p> <p>b) No HS student completed a thesis during AY 21-22.</p> <p>c) Rubric evaluations and course grades were submitted for all HS students taking HSL 5900. 90% of the evaluations rated students as highly competent on a 3-point scale (85% of whom earned a rating of 3). For the assignment grades, 90% of students' scores met the minimum expectation of a grade of 85% or higher.</p>
<p>How are the results shared? How will these results be used?</p>	<p>a) The CCK capstone is evaluated by the student's academic advisor, who is also the graduate coordinator. If needed (e.g., average rubric rating below a 2, unforeseen problematic circumstances), additional HS graduate faculty reviewers evaluate the CCK capstone. Results are discussed in HS faculty meetings to ascertain where and how changes or improvements need to be made.</p> <p>b) Thesis committee members evaluate the student's performance. Results are disseminated to HS faculty during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Students are also encouraged to showcase their work at the annual spring EIU Graduate Expo.</p> <p>c) Faculty teaching HSL 5900 evaluate each student's research proposal presentation. Assessment data, including course assignment samples/outcomes, are disseminated to HS faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Students are also encouraged to showcase their work at the annual spring EIU Graduate Expo.</p>

CGS Learning Goal #3: Effective oral and written communication skills	Program Learning Goal(s): Students will display the ability to communicate information effectively and professionally about human services in their written and oral work.
How are learners assessed?	<p>a) CCK Capstone Rubric [a direct measure]: Students completing the CCK Capstone will be evaluated on their ability to communicate effectively and professionally in written and oral work.</p> <p>b) Fundraising project [direct measure; course embedded]: Students enrolled in HSL 5846 Public Policy and Grant Writing for Human Services Programming (a required course) will be evaluated on their ability to complete a fundraising project and presentation. This project involves communicating with a community agency about raising funds for that agency, creating a presentation, and orally presenting as a group to the other students in the course and community agencies.</p>
What are the expectations for the students?	<p>a) At least 85% of the evaluations submitted by faculty reviewers will rate students as competent (2 on a 3-point scale) or higher.</p> <p>b) At least 85% of the evaluations submitted by faculty will rate students as competent (2 on a 3-point scale) or higher. For the assignment grade, at least 85% of students will earn at least a minimum score of 85%.</p>
What are the expectations for the program?	The program expects that at least 85% of students will display the ability to communicate information effectively and professionally about human services in their written and oral work, as evidenced through CCK papers and presentations and specified course assignments (including a minimum assignment grade of 85% on course assignments).
What were the results?	<p>a) 100% of the evaluations rated students at a 3 - highly competent.</p> <p>b) Rubric evaluations and course grades were submitted for all 24 HS students taking HSL 5846. 92% of the evaluations rated students as highly competent or competent. For the</p>

	assignment grades, 92% of students' scores met the expectation of a minimum score of 85%.
How are the results shared? How will these results be used?	<p>a) The CCK capstone is evaluated by the student's academic advisor, who is also the graduate coordinator. If needed (e.g., average rubric rating below a 2, unforeseen problematic circumstances), additional HS graduate faculty reviewers evaluate the CCK capstone. Results are discussed in HS faculty meetings to ascertain where and how changes or improvements need to be made.</p> <p>b) Faculty teaching HSL 5846 evaluate each student's research proposal presentation. Assessment data, including course assignment samples/outcomes, are disseminated to HS faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.</p>
CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.	Program Learning Goal(s): Students will demonstrate an understanding of research planning, synthesis of a review of related literature, and design of methodology in the context of a specialized focus on human services.
How are learners assessed?	<p>a) Thesis Rubric [a direct measure]: Students defending theses will be evaluated on their understanding of research planning, synthesis of a review of related literature, and design of methodology in the context of a specialized focus on human services within a master's thesis.</p> <p>b) Research Proposal Presentation Rubric and Assignment Grade [direct measure; course embedded]: Students enrolled in the HSL 5900 Research Methods (a required course) will be evaluated on their understanding of research planning, synthesis of a review of related literature, and design of methodology in the context of a specialized focus on human services in a research proposal paper and presentation.</p>
What are the expectations for the students?	a) At least 85% of the evaluations submitted by faculty reviewers will rate students as competent (2 on a 3-point scale) or higher.

	<p>b) At least 85% of the evaluations submitted by faculty will rate students as competent (2 on a 3-point scale) or higher. For the assignment grade, at least 85% of students will earn at least a minimum score of 85%.</p>
What are the expectations for the program?	<p>The program expects that at least 85% of students will demonstrate an understanding of research planning, synthesis of a review of related literature, and design of methodology in the context of a specialized focus on human services, as evidenced through a completed master's thesis and specified course assignments (including a minimum assignment grade of 85% on course assignments).</p>
What were the results?	<p>a) No HS students completed a thesis during AY 21-22.</p> <p>b) Rubric evaluations and course grades were submitted for all HS students taking HSL 5900. 90% of the evaluations rated students as highly competent or competent on a 3-point scale (85% of whom earned a rating of 3). For the assignment grades, 90% of students' scores met the minimum expectation of a grade of 85% or higher.</p>
How are the results shared? How will these results be used?	<p>a) Thesis committee members evaluate the student's performance. Results are disseminated to HS faculty during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Students are also encouraged to showcase their work at the annual spring EIU Graduate Expo.</p> <p>b) Faculty teaching HSL 5900 evaluate each student's research proposal presentation. Assessment data, including course assignment samples/outcomes, are disseminated to HS faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Students are also encouraged to showcase their work at the annual spring EIU Graduate Expo.</p>
CGS Learning Goal #5: Ethics and Professional Responsibility	<p>Program Learning Goal(s): Students will demonstrate an understanding of ethical issues, such as research compliance, confidentiality, mandated reporting, and non-discriminatory practices.</p>

<p>How are learners assessed?</p>	<p>a) CCK Capstone Rubric [a direct measure]: Students completing the CCK Capstone will be evaluated on their ability to demonstrate an understanding of ethical issues, such as research compliance, confidentiality, mandated reporting, and non-discriminatory practices.</p> <p>b) CITI Training: Students will complete CITI training and earn certificates of completion as part of HSL 5900 Research Methods.</p> <p>c) Research Proposal Presentation Rubric and Assignment Grade [direct measure; course embedded]: Students enrolled in the HSL 5900 Research Methods (a required course) will be evaluated on their ability to demonstrate ethical safeguards and protection for human subjects with specific attention to issues of confidentiality, research compliance in accordance with the Institutional Review Board, and non-biased content in their research proposal.</p>
<p>What are the expectations for the students?</p>	<p>a) At least 85% of the evaluations submitted by faculty reviewers will rate students as competent (2 on a 3-point scale) or higher.</p> <p>b) 100% of students enrolled in HSL 5900 will complete the CITI training and produce a certificate of completion.</p> <p>c) Rubric evaluations and course grades were submitted for all HS students taking HSL 5900. 90% of the evaluations rated students as highly competent or competent on a 3-point scale (85% of whom earned a rating of 3). For the assignment grades, 90% of students' scores met the minimum expectation of a grade of 85% or higher.</p>
<p>What are the expectations for the program?</p>	<p>The program expects that at least 85% of students will demonstrate an understanding of ethical issues, such as research compliance, confidentiality, mandated reporting, and non-discriminatory practices, as evidenced through the CCK, CITI training, and specified course assignments (including a minimum assignment grade of 85% on course assignments).</p>

<p>What were the results?</p>	<p>a) 100% of the evaluations rated students at a 3 - highly competent.</p> <p>b) 100% of students enrolled in HSL 5900 completed the CITI training and produced a certificate of completion.</p> <p>c) Rubric evaluations and course grades were submitted for all HS students taking HSL 5900. 90% of the evaluations rated students as highly competent or competent on a 3-point scale (85% of whom earned a rating of 3). For the assignment grades, 90% of students' scores met the minimum expectation of a grade of 85% or higher.</p>
<p>How are the results shared? How will these results be used?</p>	<p>a) The CCK capstone is evaluated by the student's academic advisor, who is also the graduate coordinator. If needed (e.g., average rubric rating below a 2, unforeseen problematic circumstances), additional HS graduate faculty reviewers evaluate the CCK capstone. Results are discussed in HS faculty meetings to ascertain where and how changes or improvements need to be made.</p> <p>b) Students and faculty retain a copy of the completed CITI training certificates.</p> <p>c) Faculty teaching HSL 5900 evaluate each student's research proposal. Assessment data, including course assignment samples/outcomes, are disseminated to HS faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Students are also encouraged to showcase their work at the annual spring EIU Graduate Expo.</p>

Part 2

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the Graduate Assessment Summary Response from last year's report or simply describe what assessment work was initiated, continued, or completed.

- Assessment of course content specializations: Faculty and staff engaged in assessing each course's content with a focus on how specialization areas in Human Services are embedded in required and elective graduate courses. Examples of human services specialization areas include: Aging Studies, Financial Literacy, Child Welfare, Family Trauma, and Trauma-Informed Practice. A comprehensive list of specialized content areas was developed and cross-matched specific courses/course assignments. Faculty/staff were in agreement that specialization areas are being effectively embedded in our courses to meet the needs of students' career preparation. As career paths in human services change and evolve, such assessment reviews and discussions will continue regularly.
- Assessment of accelerated graduate program and course content: Faculty and staff engaged in assessing the configuration and curriculum of our accelerated graduate program (e.g., individual course options, program as a whole, accessibility, flexibility). Minor revisions were implemented and the quality and benefits of the program are sound and the program enrollment is growing. Recruitment of students who are human services majors or minors (along with other students enrolled in our elective courses or students who come to our attention) for the accelerated program has been and continues to be a significant, intentional outreach focus for our faculty and staff. All department personnel continue to demonstrate support and buy-in for the accelerated graduate program. Collaborative recruitment efforts, as evidenced by advising sessions (we have an OUTSTANDING undergraduate advisor in Mrs. Rose Myers-Bradley!), in-person class presentations for every face-to-face class (graduate coordinators have been welcomed to attend all classes!), the electronic delivery of presentation materials to all online classes, and individual faculty/advisor discussions with students. Our department is highly appreciative of the accelerated program option and markets this opportunity to students at every opportunity.
- Assessment of second master's degree option: Faculty and staff engaged in assessing existing options for shared courses for second master's degree programs. We continue to demonstrate a high degree of flexibility and accessibility while maintaining program quality for students who are starting with Human Services and then transitioning to another degree program or the reverse. The benefits of the program are sound. The HS graduate coordinator worked effectively with other graduate programs (e.g., Aging Studies, Health Communication) in recruitment efforts and collaborating on study plans for

students interested in or planning to pursue the option. As with the accelerated program, our department is highly appreciative of the second master's degree option, markets this opportunity to students meeting the criteria at every chance, and welcomes/seeks out the opportunities to collaborate with any other graduate program.

- Student engagement beyond the classroom: As faculty and staff discussed observations and student feedback from our respective course experiences, we identified a need for more intentional “building community” offerings beyond the classroom. In the fall and spring semesters, interested graduate students were invited to participate in such experiences as mental health first aid training certification and to virtually attend a panel on career pathways presented by human services professionals (all of whom are program alumni). Beyond those two events, our faculty engaged in more intentional, informal, and individualized mentoring of graduate students, especially in the areas of mental health and well-being, self-care, campus and community resources, professional communication, and professional etiquette.

Part 3

Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Faculty and staff have used the data to assess the overall program and individual courses for the master's degree, accelerated graduate degree, and second master's degree, along with course delivery formats (online, hybrid, face-to-face), course sequencing rotations, capstone experiences, recruitment strategies, and graduate student orientations. Our data have shown that we are meeting and exceeding goal expectations. We will continue to include the same or similar assessment expectations and measures as found in the current report. The feedback loop among departmental faculty and staff continues to be one of open and regular communication, as our department meets once or twice every month. Our data provided foundational support for directing where and how to invest our time and energy in the graduate program/course curriculum and modification, revisions, and improvements for the future. At present and going forth, we will continue to explore, discuss, and improve upon the following.

- Inclusion of internship and independent study course assessment measures: We opted not to include assessment data for this current report as we transitioned to modified/revised student and faculty/site supervisor mid-term and final evaluation measures. We plan to include such assessment data in next year's report. For the capstone experience, the vast majority of our students elect to complete an internship or an independent study instead of the thesis option (we will continue to present the thesis option and report assessment data, when available), as most students are either currently employed in the

human services field or plan to enter the field immediately after graduation rather than pursue doctoral studies or heavily research-focused career paths.

- Inclusion of additional course assessment data (i.e., competency rubrics, student grades) from some or all of our program's other course requirements: In the past and for this report, we have included assessment data for three of our six required courses: Public Policy and Grant Writing for Human Services Programming, Theories of Human Development and Family Life, and Research Methods. In the future, we are considering including additional assessment measures for our remaining three required courses: Leadership and Administration in Human Services Programming, Current Issues and Trends in Human Services, and Adolescence and Emerging Adulthood.
- Revise the 3-point scale in the competency rubrics to a 5-point scale to collect more precise data.
- Continue to grow our marketing and recruitment efforts for the graduate program, the accelerated graduate program, and the second master's degree program.