

2022-2024 STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM

Program Name: M.S. in Human Services

Dept: Human Services

College: Health and Human Services

Submitted by: Dr. Kathleen O'Rourke, Graduate Coordinator and Professor

Part 1:

CGS Learning Goal #1 A depth of content knowledge	Program Learning Goal(s): Students will demonstrate a depth of content knowledge, including human development across the lifespan, leadership and ethics in human services, theoretical application, family/public policy, current issues/trends in human services, and diversity among individuals and families.
How are learners assessed?	<p>a) Certification of Comprehensive Knowledge (CCK) Written Paper Capstone Rubric [direct measure]: Students completing the written capstone are evaluated on their knowledge and understanding of public policy, ethics, theories, diversity, and research in an area of human services.</p> <p>b) Independent Study and Internship Final Evaluations [direct and indirect measure]: Students enrolled in independent studies and internships complete a final self-evaluation and the faculty supervisor (for the independent study) and the site supervisor (for the internship) complete a final evaluation. The evaluations are the same instruments and include two main areas - performance and professionalism. Under the performance area, there are six evaluation criteria, and under the professionalism area, there are seven evaluation criteria.</p> <p>In this assessment report, data have been collapsed to streamline results since data outcomes on all evaluation reports were uniform and free of outliers.</p>

	<p>c) Theoretical Application Paper [direct measure and indirect measure; course embedded]: Students enrolled in the HSL 5850 Readings/Theories of Human Development and Family Life (a required course) are evaluated on their ability to apply theories to understand human behaviors associated with a specialized topic or case study. Students consider a problem or current issue in the human services field and apply a theory (assumptions and concepts from that theory) to explain it. Students are not expected to find the “answer” to the problem (i.e., generate research), only to conceptualize the issue by applying the theory or theoretical concept of their choice.</p> <p>d) Current Issue in Human Services Programs – HSL 5460 Group Project [direct measure and indirect measure; course embedded]: In this assignment, students in HSL 5460 Current Issues and Trends in Human Services (a required course) evaluate the culture, policies, and practices of agencies or organizations to identify ways in which they are strong in their support of families, and what gaps exist.</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. <i>The 3-point scale, here and when referenced throughout the report, includes the following ratings: 3=highly competent 2=competent 1=not competent</i></p> <p>b) At least 85% of the evaluations submitted by students, site supervisors, and faculty reviewers will rate students at a minimum of 3 on a 4-point competency scale or higher. <i>The 4-point scale, here and when referenced throughout the report, includes the following ratings: 4=Excellent, 3=Good, 2=Average, 1=Fair, 0=Unsatisfactory, NA=Not applicable</i></p> <p>c) 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>

	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%.
What are the expectations for the program?	The program expects that at least 85% of students will demonstrate a depth of content knowledge, including human development across the lifespan, leadership and ethics in human services, theoretical application, family/public policy, current issues/trends in human services, and diversity among individuals and families as evidenced through CCK papers, independent study/internship final evaluations, 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) 100% of the evaluations rated students with at least a score of 3 on the 4-point scales.</p> <p>c) 96% (n=23) of students (N=24) were rated as competent (2 on a 3-point scale) or higher. For the assignment grade, 96% of students earned at least a minimum score of 85%.</p> <p>d) 95% (n=41) of students (N=43) were rated as competent (2 on a 3-point scale) or higher. For the assignment grade, 95% of students earned at least a minimum score of 85%.</p>
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 Human Services graduate faculty reviewers evaluate the CCK capstone. Results are disseminated at faculty meetings to ascertain where and how changes or improvements must be made.</p> <p>b) Independent study and internship supervisors compile assessment data, including final evaluation outcomes. Data are available to faculty/administrators during semester</p>

	<p>meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Students are encouraged to showcase their work at the annual spring EIU Graduate Expo and EIU Student Research and Creative Activity Fair.</p> <p>c) & d) Faculty teaching HSL 5850 and HSL 5460 evaluate students' papers and provide numeric and narrative feedback to students. Assessment data, including course assignment samples/outcomes, are disseminated to faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Students are encouraged to showcase their work at the annual spring EIU Graduate Expo and EIU Student Research and Creative Activity Fair.</p>
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CGS Learning Goal #2: Critical thinking and problem-solving skills	Program Learning Goal(s): Students will demonstrate critical thinking and problem-solving skills concerning human services topics and professional practice.
How are learners assessed?	<p>a) CCK Capstone Rubric [direct measure]: a) Students completing CCK capstone written papers will be evaluated on their critical thinking and problem-solving skills concerning human services topics and professional practice.</p> <p>b) Research Proposal Rubric and Assignment Grade [direct and indirect 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>The research proposal assignment allows students to showcase their expertise on a topic of interest throughout the semester. Students ultimately design and propose a research study. Although students do not implement the study and collect data, the goal is to write the research proposal paper and develop the presentation as if they would implement</p>

	<p>the study in the future. Students' completed papers will look similar to a small-scale version of the first three chapters of an APA-formatted master's thesis. The research proposal paper includes three sections: Introduction, Review of Literature, and Methodology. Most, if not all, of the articles and portions of course assignments should be integrated into the research proposal paper. We provide feedback on course assignments to ensure that students understand the research process and develop their papers correctly. Additional research articles and professional resources are to be integrated into the paper as well.</p> <p>c) Fundraising Assignment Presentation [direct and indirect 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. The multi-step assignment begins with students identifying an organization for which to fundraise and then creating and disseminating a fundraiser during the semester. The final assignment culminates with a poster presentation from the students (designed as a research poster) where they walk through the planning and execution process, discuss challenges and triumphs, and assess their success from multiple domains.</p> <p>d) Theory to Practice Assignment [direct and indirect measure; course embedded]: Students enrolled in the HSL 5852 Adolescence and Emerging Adulthood (a required course) will be evaluated on their ability to explore the lasting socioemotional challenges resulting from COVID-19 and identify strategies for professionals to address needs and draw the audience back into social interactions. In this 3-part assignment, students develop a program/activity to meet the social needs of a chosen audience.</p> <p>e) Current Issue in Human Services Programs – HSL 5460 Group Project [direct and indirect measure; course embedded]: In this assignment, students in HSL 5460 Current Issues and Trends in Human Services (a required course) evaluate the culture, policies, and practices of agencies or organizations to identify ways in which they are strong in their support of families, and what gaps exist.</p>
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What are the expectations for the students?	<p>a) At least 85% of the evaluations will rate students as competent (2 on a 3-point scale) or higher.</p> <p>b) For the assignment grade, at least 85% of students will earn at least a minimum score of 85%.</p> <p>c), d), & e) At least 85% of the evaluations 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 critical thinking and problem-solving skills concerning human services topics and professional practice, as evidenced by CCK papers and presentations and specified course assignments (including a minimum assignment grade of 85% on course assignments).</p>
What were the results?	<p>a) 100% of the evaluations rated students at a 3 - highly competent.</p> <p>b) Assignment grades were submitted for all students (N=48) taking HSL 5900. For the assignment grades, 65% of students' scores met the minimum grade expectation of 85% or higher.</p> <p>Instructors of HSL 5900 summarized the following: The issue surrounding lower grades for this assignment was due to a few reasons. First, many students did not follow directions, such as meeting page requirements, utilizing enough references, or using proper APA formatting. Students were told throughout the semester that an increasing number of points would be deducted if they did not adhere to APA formatting. We provided APA feedback in every assignment leading up to this final paper along with numerous APA resources and their required APA manual. It appeared as if the formatting was an afterthought, yet with this being a research methods course, they needed to master correct formatting and overall academic writing. Concerning proper academic writing, early in the semester students were told to sparingly use direct</p>

quotes. Rather, they needed to develop the skill of translating research into their own words while still citing their sources. A number of final papers still heavily relied on direct quotes when discussing research, which was not the goal of this paper. Additionally, writing quality in general was poor (e.g., grammatical issues) and was often not at the graduate level. Detailed feedback was provided to each student on the breakdown of their grade.

c) Rubric evaluations and course grades were submitted for all students (N=42) taking HSL 5846. 81% (n=34) of the evaluations rated students as highly competent or competent. For the assignment grades, 81% of students' scores met the expectation of a minimum score of 85%.

The HSL 5846 instructor summarized:

"Student feedback for this assignment is often extremely positive. Students note how rewarding it is to pair up with an actual non-profit or human services organization and plan a small fundraiser for them. Students note that they learn about the importance of strong communication skills, professional responsiveness, and problem-solving skills. Of the graduate courses I teach, this assignment seems to be the one that offers the most powerful feedback from students in the course."

d) Rubric evaluations and course grades were submitted for all HS students (N=32) taking HSL 5852. 91% (n=29) of students were rated as competent (2 on a 3-point scale) or higher. For the assignment grade, 91% of students earned at least a minimum score of 85%.

The HSL 5852 instructor summarized:

"As we were coming out of COVID - yet still seeing the impact – the students were interested in building on their personal experiences with the pandemic [and integrating those experiences within the course]. Some of the students were younger-aged adults (in their early to mid-twenties) and brought experience with remote learning, missed social events, and watching siblings and others struggle. Some students (in their late twenties

	<p>and beyond) were working professionals and approached the assignment through the lens of their work in a 'helping'/human services profession during the lockdown. It was a complementary mixture of students' perspectives and interactions with one another through discussion boards."</p> <p>e) Rubric evaluations and course grades were submitted for all HS students (N=43) taking HSL 5460. 95% (n=41) of the evaluations rated students as highly competent or competent. For the assignment grades, 95% of students' scores met the expectation of a minimum score of 85%.</p> <p>The HSL 5460 instructor summarized: "This assignment is particularly useful for critical thinking and problem-solving as well as collaboration. By working in a group, the students worked together to address the current human services issue they were assigned."</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 faculty meetings to ascertain where and how changes or improvements must be made.</p> <p>b) 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 encouraged to showcase their work at the annual spring EIU Graduate Expo and EIU Student Research and Creative Activity Fair.</p> <p>In early Fall 2024, our faculty continued the discussion of students' lowered grades in HSL 5900. To address issues of concern, the decision was made to adopt the APA manual as a required textbook for all required Human Services graduate courses beginning in Spring</p>

	<p>2025. In addition, instructors of all Human Services required graduate courses (n=6) will assign at least one APA-specific assignment in the respective courses and modify other assignment directions in ways to incorporate a more specific focus on APA formatting and writing. Historically, instructors of all Human Services courses have required APA formatting for all course assignments. HSL 5900 grades demonstrate the need to elevate more concentrated and enhanced means of assessment and evaluation. All faculty are supportively in agreement with such changes and practices in their respective courses.</p> <p>c) 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. Students are encouraged to showcase their work at the annual spring EIU Graduate Expo and EIU Student Research and Creative Activity Fair.</p> <p>Based on the result of 81% rather than the target of 85% of students achieving rubric ratings of 2 or higher and assignment grades of 85% or higher, the future HSL 5846 course instructor(s) will identify parts of the assignment where students struggled most and provide additional guidance and direction in those areas. It has also been observed that, as opposed to a deficiency in this or other graduate learning goal outcomes, the larger issues and more common reasons for lowered grades are failure to submit assignments in full or missed assignment deadlines. Our faculty will continue to emphasize the importance of timely and complete assignment submissions.</p> <p>d) Faculty teaching HSL 5852 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. Students are encouraged to showcase their work at the annual spring EIU Graduate Expo and EIU Student Research and Creative Activity Fair.</p>
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	e) Faculty teaching HSL 5460 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. Students are encouraged to showcase their work at the annual spring EIU Graduate Expo and EIU Student Research and Creative Activity Fair.
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CGS Learning Goal #3: Effective oral and written communication skills	Program Learning Goal(s): Students will communicate information effectively and professionally about human services in their written and oral work.
How are learners assessed?	<p>a) CCK Capstone Rubric [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 Assignment Presentation [direct and indirect 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. The multi-step assignment begins with students identifying an organization for which to fundraise and then creating and disseminating a fundraiser during the semester. The final assignment culminates with a poster presentation from the students (designed as a research poster) where they walk through the planning and execution process, discuss challenges and triumphs, and assess their success from multiple domains.</p> <p>c) Research Proposal Assignment Grade [direct and indirect 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,</p>

	<p>measurement, procedures for data collection, and data analysis in the context of current issues and theoretical applications in human services.</p> <p>The research proposal assignment allows students to showcase their expertise on a topic of interest throughout the semester. Students ultimately design and propose a research study. Although students do not implement the study and collect data, the goal is to write the research proposal paper and develop the presentation as if they would implement the study in the future. Students' completed papers will look similar to a small-scale version of the first three chapters of an APA-formatted master's thesis. The research proposal paper includes three sections: Introduction, Review of Literature, and Methodology. Most, if not all, of the articles and portions of course assignments should be integrated into the research proposal paper. We provide feedback on course assignments to ensure that students understand the research process and develop their papers correctly. Additional research articles and professional resources are to be integrated into the paper as well.</p> <p>d) Current Issue in Human Services Programs – HSL 5460 Group Project [direct and indirect measure; course embedded]: In this assignment, students in HSL 5460 Issues and Trends in Human Services (a required course) evaluate the culture, policies, and practices of agencies or organizations to identify ways in which they are strong in their support of families, and what gaps exist.</p>
What are the expectations for the students?	<p>a) At least 85% of the evaluations will rate students as competent (2 on a 3-point scale) or higher.</p> <p>b) At least 85% of students will earn at least a minimum score of 85%.</p> <p>c) & d) At least 85% of the evaluations 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 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 students (N=42) taking HSL 5846. 81% (n=34) of the evaluations rated students as highly competent or competent. For the assignment grades, 81% of students' scores met the expectation of a minimum score of 85%.</p> <p>The HSL 5846 instructor shared the following: "Student feedback for this assignment is often extremely positive. Students note how rewarding it is to pair up with an actual non-profit or human services organization and plan a small fundraiser for them. Students note that they learn about the importance of strong communication skills, professional responsiveness, and problem-solving skills. Of the graduate courses I teach, this assignment seems to be the one that offers the most powerful feedback from students in the course."</p> <p>c) Assignment grades were submitted for all students (N=48) taking HSL 5900. For the assignment grades, 65% of students' scores met the minimum grade expectation of 85% or higher.</p> <p>Instructors of HSL 5900 summarized the following: The issue surrounding lower grades for this assignment was due to a few reasons. First, many students did not follow directions, such as meeting page requirements, utilizing enough references, or using proper APA formatting. Students were told throughout the semester that an increasing number of points would be deducted if they did not adhere to APA formatting. We provided APA feedback in every assignment leading up to this final paper along with numerous APA resources and their required APA manual. It appeared as</p>

	<p>if the formatting was an afterthought, yet with this being a research methods course, they needed to master correct formatting and overall academic writing. Concerning proper academic writing, early in the semester students were told to sparingly use direct quotes. Rather, they needed to develop the skill of translating research into their own words while still citing their sources. A number of final papers still heavily relied on direct quotes when discussing research, which was not the goal of this paper. Additionally, writing quality in general was poor (e.g., grammatical issues) and was often not at the graduate level. Detailed feedback was provided to each student on the breakdown of their grade.</p> <p>d) Rubric evaluations and course grades were submitted for all students (N=43) taking HSL 5460. 95% (n=41) of the evaluations rated students as highly competent or competent. For the assignment grades, 95% of students' scores met the expectation of a minimum score of 85%.</p>
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 Human Services graduate faculty reviewers evaluate the CCK capstone. Results are discussed in faculty meetings to ascertain where and how changes or improvements must be made.</p> <p>b) Faculty teaching HSL 5846 evaluate each assignment. 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 encouraged to showcase their work at the annual spring EIU Graduate Expo and EIU Student Research and Creative Activity Fair.</p> <p>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. Based on the result of 81% rather</p>

	<p>than the target of 85% of students achieving rubric ratings of 2 or higher and assignment grades of 85% or higher, the future HSL 5846 course instructor(s) will identify parts of the assignment where students struggled most and provide additional guidance and direction in those areas. It has also been observed that, as opposed to a deficiency in this or other graduate learning goal outcomes, the larger issues and more common reasons for lowered grades are failure to submit assignments in full or missed assignment deadlines. Our faculty will continue to emphasize the importance of timely and complete assignment submissions.</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 encouraged to showcase their work at the annual spring EIU Graduate Expo and EIU Student Research and Creative Activity Fair.</p> <p>In early Fall 2024, our faculty continued the discussion of students' lowered grades in HSL 5900. To address issues of concern, the decision was made to adopt the APA manual as a required textbook for all required Human Services graduate courses beginning in Spring 2025. In addition, instructors of all Human Services required graduate courses (n=6) will assign at least one APA-specific assignment in the respective courses and modify other assignment directions in ways to incorporate a more specific focus on APA formatting and writing. Historically, instructors of all Human Services courses have required APA formatting for all course assignments. HSL 5900 grades demonstrate the need to elevate more concentrated and enhanced means of assessment and evaluation. All faculty are supportively in agreement with such changes and practices in their respective courses.</p> <p>d) Faculty teaching HSL 5460 evaluate students' papers and provide numeric and narrative feedback to students. Assessment data, including course assignment samples/outcomes, are disseminated to the faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need</p>
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	to be made. Students are encouraged to showcase their work at the annual spring EIU Graduate Expo and EIU Student Research and Creative Activity Fair.
CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.	Program Learning Goal(s): Students will demonstrate the ability to engage in research planning, synthesis of a review of related literature, and design of methodology in the context of a specialized focus on human services. Furthermore, students will demonstrate the ability to evaluate the culture, policies, and practices of agencies or organizations.
How are learners assessed?	<p>a) Research Proposal Assignment Grade [direct and indirect measure; course embedded]: Students enrolled in the HSL 5900 Research Methods (a required course) will be evaluated on their 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> <p>b) Current Issue in Human Services Programs – HSL 5460 Group Project [direct and indirect measure; course embedded]: In this assignment, students enrolled in HSL 5460 Current Issues and Trends in Human Services (a required course) evaluate the culture, policies, and practices of agencies or organizations to identify ways in which they are strong in their support of families, and what gaps exist.</p>
What are the expectations for the students?	<p>a) For the assignment grade, at least 85% of students will earn at least a minimum score of 85%.</p> <p>b) At least 85% of the evaluations 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 the ability to engage in 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 specified course assignments (including a minimum assignment grade of 85% on course assignments).</p> <p>Furthermore, the program expects that at least 85% of students will demonstrate the ability to evaluate the culture, policies, and practices of agencies or organizations to identify ways in which they are strong in their support of families, and what gaps exist.</p>
<p>What were the results?</p>	<p>a) Assignment grades were submitted for all students (N=48) taking HSL 5900. For the assignment grades, 65% (n=31) of students' scores met the minimum grade expectation of 85% or higher.</p> <p>Instructors of HSL 5900 summarized the following: The issue surrounding lower grades for this assignment was due to a few reasons. First, many students did not follow directions, such as meeting page requirements, utilizing enough references, or using proper APA formatting. Students were told throughout the semester that an increasing number of points would be deducted if they did not adhere to APA formatting. We provided APA feedback in every assignment leading up to this final paper along with numerous APA resources and their required APA manual. It appeared as if the formatting was an afterthought, yet with this being a research methods course, they needed to master correct formatting and overall academic writing. Concerning proper academic writing, early in the semester students were told to sparingly use direct quotes. Rather, they needed to develop the skill of translating research into their own words while still citing their sources. A number of final papers still heavily relied on direct quotes when discussing research, which was not the goal of this paper. Additionally, writing quality in general was poor (e.g., grammatical issues) and was often not at the graduate level. Detailed feedback was provided to each student on the breakdown of their grade.</p>

	<p>b) Rubric evaluations and course grades were submitted for all HS students (N=43) taking HSL 5460. 95% (n=41) of the evaluations rated students as highly competent or competent. For the assignment grades, 95% of students' scores met the expectation of a minimum score of 85%.</p> <p>The HSL 5460 instructor summarized: "Students were strong in both research and application of the scholarly works selected from their literature searches/reviews."</p>
<p>How are the results shared? How will these results be used?</p>	<p>a) Faculty teaching HSL 5900 evaluates 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 encouraged to showcase their work at the annual spring EIU Graduate Expo.</p> <p>In early Fall 2024, our faculty continued the discussion of students' lowered grades in HSL 5900. To address issues of concern, the decision was made to adopt the APA manual as a required textbook for all required Human Services graduate courses beginning in Spring 2025. In addition, instructors of all Human Services required graduate courses (n=6) will assign at least one APA-specific assignment in the respective courses and modify other assignment directions in ways to incorporate a more specific focus on APA formatting and writing. Historically, instructors of all Human Services courses have required APA formatting for all course assignments. HSL 5900 grades demonstrate the need to elevate more concentrated and enhanced means of assessment and evaluation. All faculty are supportively in agreement with such changes and practices in their respective courses.</p> <p>b) Faculty teaching HSL 5460 evaluate students' papers and provide numeric and narrative feedback to students. Assessment data, including course assignment samples/outcomes, are disseminated to the faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need</p>

	to be made. Students are encouraged to showcase their work at the annual spring EIU Graduate Expo and EIU Student Research and Creative Activity Fair.
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CGS Learning Goal #5: Ethics and Professional Responsibility	Program Learning Goal(s): Students will demonstrate knowledge of ethical issues and professional responsibility readiness for research compliance, maintaining confidentiality, mandated reporting, non-discriminatory practices, and major global issues impacting individuals, families, and society.
How are learners assessed?	<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 [direct measure; course embedded]: Students will complete CITI training and earn certificates of completion as part of HSL 5900 Research Methods.</p> <p>c) Theory to Practice Assignment [direct and indirect measure; course embedded]: Students enrolled in the HSL 5852 Adolescence and Emerging Adulthood (a required course) are evaluated on their ability to explore the lasting socioemotional challenges resulting from COVID-19 and identify strategies for professionals to address needs and draw the audience back into social interactions. In this 3-part assignment, students develop a program/activity to meet the social needs of a chosen audience.</p> <p>d) Ethical Workplace Case Scenarios Assignment [direct and indirect measure; course embedded]: Students enrolled in HSL 5450 Leadership and Administration in Human Services (a required course) are evaluated on their ability to design a challenging ethical workplace case scenario involving human services professionals and then resolve the ethical challenge using knowledge gained in the course.</p>

What are the expectations for the students?	<p>a) At least 85% of the evaluations 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) & d) At least 85% of the evaluations 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 demonstrate knowledge of ethical issues and professional responsibility readiness for research compliance, maintaining confidentiality, mandated reporting, non-discriminatory practices, and major global issues impacting individuals, families, and society, as evidenced through the CCK, CITI training, and specified course assignments (including a minimum assignment grade of 85% on course assignments).</p>
What were the results?	<p>a) 100% of the evaluations rated students with a score of 3 on the 3-point scale.</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 students (N=32) taking HSL 5852. 91% (n=29) of students were rated as competent (2 on a 3-point scale) or higher. For the assignment grade, 91% of students earned at least a minimum score of 85%.</p> <p>The HSL 5852 instructor summarized: “As we were coming out of COVID - yet still seeing the impact – the students were interested in building on their personal experiences with the pandemic [and integrating those experiences within the course]. Some of the students were younger-aged adults (in their early to mid-twenties) and brought experience with remote learning, missed social</p>

	<p>events, and watching siblings and others struggle. Some students (in their late twenties and beyond) were working professionals and approached the assignment through the lens of their work in a 'helping'/human services profession during the lockdown. It was a complementary mixture of students' perspectives and interactions with one another through discussion boards."</p> <p>"Students were tuned into the ethical considerations of AI. While it was not an overt aspect of the assignment, 70% of students addressed ethics in their papers. They were concerned with ethics while acknowledging we are in a cultural lag and not ready to address the nuances of AI. This year, I added AI to each of my courses. The students responded with interest and seemed excited about learning something new. Two students contacted me with suggestions for fleshing out the assignment, which I incorporated. For instance, they asked about using apps instead of only websites. The assignment generated much discussion and I learned from the students, as well."</p> <p>d) Rubric evaluations and course grades were submitted for all students (N=29) taking HSL 5450. 90% (n=26) of students were rated as competent (2 on a 3-point scale) or higher. For the assignment grade, 90% of students earned at least a minimum score of 85%.</p> <p>The HSL 5450 instructor summarized: "This course capstone assignment consists of two parts: a) students create a hypothetical scenario involving an ethical challenge in the workplace and b) students apply information and knowledge learned during the semester to address or "solve" the ethical workplace scenario. This assignment is particularly useful for students to consider ethics from several perspectives."</p>
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</p>

	<p>capstone. Results are discussed in HS faculty meetings to ascertain where and how changes or improvements must be made.</p> <p>b) Students and faculty retain a copy of the completed CITI training certificates.</p> <p>c) & d) Faculty teaching HSL 5852 and HSL 5450 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. Students are encouraged to showcase their work at the annual spring EIU Graduate Expo and EIU Student Research and Creative Activity Fair.</p>
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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.

- Reassessment of accelerated graduate program/curriculum: Faculty and staff engaged in reassessing the configuration and curriculum of our accelerated graduate program (e.g., individual course options, program as a whole, accessibility, flexibility). 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 had an OUTSTANDING undergraduate advisor in Mrs. Rose Myers-Bradley and now have a newly hired, OUTSTANDING undergraduate advisor in Alisa Gray!), in-person class presentations for every Human Services undergraduate face-to-face class, the electronic delivery of recruitment presentation materials to all online classes, and individual faculty/advisor discussions with students. Our department is highly appreciative of the accelerated program option and the Graduate School's support, and markets this opportunity to students at every opportunity.

- Reassessment 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 Promotion) in recruitment efforts and collaborating on study plans for students interested in or planning to pursue the option. Two of our newest second master's degree collaborations were formed with Communication Studies and Business Administration. We have current Human Services students pursuing both our degree and moving forward in their progress with Communication Studies and Business Administration, respectively. 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.
- In addition, we have responded to the 2022 Graduate Assessment Summary Response in the following ways. In italics, we have included Dr. Nikki Hillier's responses to our 2022 report and followed up with how we have addressed each point.
 - *We understand you are making several changes to the assessment measures, and we look forward to your inclusion of those data in your next report. The report excluded the self-assessments and internship supervisor evaluations because the program is reviewing those, but we hope you will re-incorporate those once the changes are solidified. These contribute to the robustness of the assessment report as it includes evaluators outside of faculty.*
 - Independent Study and Internship evaluation data from students, site supervisors, and faculty supervisors were assessed and included in the current report (See Learning Goal #1).
 - *We recommend you continue to encourage all students to present their research proposals or projects at the EIU Graduate Student Expo.*
 - We have continued to collectively promote and encourage student participation at the Graduate Expo and the EIU Student Research/Creative Activity Fair. We continue to have student participants at each. Numbers remain small due to the majority of our students being in the online program option, working full-time and caring for dependent children during daytime hours, and living outside of driving distance to campus.

- *In addition, we suggest, if you are not, to encourage students to join GSAC. This will help with the community building reported in your last report as something the students asked for.*
 - We continue to have a GSAC representative for Human Services and our student representative has reached out to all Human Services graduate students to invite feedback and participation and to keep them updated on GSAC information. As Graduate Coordinator, I have promoted GSAC to all of our Human Services graduate students as well. Numbers remain small due to the majority of our students being in the online program option, working full-time and caring for dependent children, and living outside of driving distance to campus.
- *We support the changes you are considering regarding including measures from other required courses. This can help identify and support students who are struggling throughout the program and provide a richer examination of student learning.*
 - For this report, we have included assessment data from all seven of our currently required courses.

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?

- Continued evolvement of marketing and recruitment efforts among prospective students for the graduate program, second master's degree program, and accelerated graduate program.
- Continued pursuit of collaborations (e.g., accelerated program, second master's degree program, elective course offerings) between and among other EIU departments, both within and outside of the College of Health and Human Services.
- Program/Curriculum Revisions: At present, updates and revisions are in progress for the M.S. in Human Services. Materials will be submitted to the Department of Human Services faculty during the week of October 21st and to the CHHS Curriculum Committee by October 31, 2024. If approved, materials will be submitted to CGS in November 2024. If approved, program and curriculum changes will be effective as of Fall 2025. Specific changes include:
 - Course revision updates to HSL 5460 Current Issues and Trends in Human Services with the addition of including course content focusing on public/family policy currently being taught in HSL 5846.

- Course revision updates to HSL 5846 Public Policy and Grant Writing for Human Services Programming which will delete the policy content and shift that content to HSL 5460 and rename the HSL 5846 course. After faculty discussion, a unanimous consensus was reached in determining the course is better suited to focus primarily on strategic planning, grant writing, and fund development for optimal student learning outcomes.
- Course revision updates to HSL 5850 Theories in Human Development and Family Life which will add content on development theories in addition to only family theories and also more advanced study of human development stages across the lifespan.
- Course deletion of HSL 5852 which will allow for all ages and stages of human development to be covered in HSL 5850 rather than only having one course on a specific lifespan stage. HSL 5852 will be revised to become an undergraduate 3000-level course.
- Shift HSL 4770 Family Budgeting and Debt Management or HSL 4775 Human Services Programs and Resource Management (students will select either HSL 4770 or 4775 to fulfill the program requirement) from elective courses to one of those being a required course to fill an existing gap in the curriculum ensuring all students acquire content knowledge related to personal and/or organizational financial literacy and budgeting.
- Include additional 5000-level electives from the Departments of Communication Studies (add 4 more course options) and Public Health (add 6 more course options) to strengthen the interdisciplinary knowledge of students and offer more 5000-level electives.
- Restructure course offering formats for HSL 5450, 5460, and 5846 by shifting all three to half-term courses which allows interested students to take full-time course loads in spring and fall semesters rather than part-time loads. The majority of our graduate students are online and full-time employees in their respective career positions. A number of our current students are limited to 2 courses per semester because work, family, and life constraints do not allow them to successfully enroll in/complete 3 courses simultaneously. Our proposed reformatting will allow students the option of having 1 full-term course and 2 half-term courses every fall and spring. Summers will remain consistent at two required courses being offered – one during the 4-week session and one during the 6-week session. In deciding which courses to transition to half-term formats, our faculty reviewed the course content and history of student

success in shorter-term courses (i.e., courses offered in condensed summer formats), and modeled this format restructuring after the M.S. in Aging Studies program which has a history of student success outcomes in regularly offering four half-term courses in fall and spring, respectively.

- Require the APA Manual in all required courses.
- Increase emphasis with students on the importance of timely and complete submission of assignments.