

Student Learning Outcomes (SLOs) Report for Non-Accredited Programs

(updated 9/19/23)

Program Type: **Non-Accredited Program**

Program Name: Human Services

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Review Cycle:

- Even Year
- Odd Year

Review Round:

- Round A** (Associate Dean review)
- Round B** (Associate Dean + VPAA review)

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name: Human Services

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG) : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
<p>1. Display an understanding, and the ability to apply, the foundational concepts and theoretical perspectives related to Human Services and Family Life Education</p>	<p><i>HSL 2200 Intro to Human Services Programs Statement of Understanding Assignment</i></p> <ul style="list-style-type: none"> • Infographic representing the profession of Human Services • Assignment within course; assessed by faculty <p><i>HSL 3853 Child Development Practicum Part III of the Family Life Education Assignment</i></p> <ul style="list-style-type: none"> • Educational program for families of children enrolled in the Child Development Practicum <ul style="list-style-type: none"> ○ Webinar, event, blog, children's activities, make/take, classroom bulletin boards <p>Capstone assignment within course; assessed using a rubric developed by practicum faculty</p>	<p><u>Target:</u> 80% or more will complete each assignment with a C or higher</p> <p><u>Target not met</u> HSL 2200 Fall 2021/Spring 2022: 75% (32 students) Fall 2022/Spring 2023: 75.6% (67 total)</p> <p><u>Target met</u> HSL 3853 Fall 2021: 87%, 24 students Spring 2022: 93% Fall 2022: 83% Spring 2023: 85% Total students=58</p>	

<p>2. Demonstrate an understanding of human development throughout the lifespan and the diversity of family and community relationships</p>	<p><i>HSL 1800 Human Development</i> Part III of Observation assignment</p> <ul style="list-style-type: none"> • Observation of individuals at various stages of the lifespan; Part III focuses on older adults • Assignment within course; assessed using a common rubric <p><i>HSL 2820 Family Relationships</i> Family Analysis paper</p> <ul style="list-style-type: none"> • Analysis of family structure based on Family Systems Theory • Assignment within course; assessed by faculty <p><i>HSL 4775 Human Services Programs and Resource Management</i> Community Resource Review and Evaluation</p> <ul style="list-style-type: none"> • Identification of, and evaluation and report on, tools used in family resource management <p>Capstone assignment within course; assessed using rubric developed by Financial Literacy faculty</p>	<p><u>Target:</u> 80% or more will complete each assignment with a C or higher</p> <p><u>Target not met HSL 1800</u> Fall 2021: 82.5% Spring 2022: 80.5% Summer 2022: 73% Fall 2022: 75% Spring 2023: 83.5% Total students = 236</p> <p><u>Target met HSL 2820</u> Fall 2021: 84% Spring 2022: 84% Spring 2023: 97% Students = 86</p> <p><u>Target not met HSL 4775</u> Fall 2021 = 84% Spring 2022 = 75% Summer 2022 = 83% Fall 2022 = 85% Spring 2023 = 86% Total students = 150</p>	<p>C, Q</p>
<p>3. Interpret, analyze, evaluate, and disseminate information using professional oral and written communication techniques</p>	<p><i>HSL 3800 Sexuality Education</i> Webinar</p> <ul style="list-style-type: none"> • 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 <p><i>HSL 4854 Leadership in Family Life Education</i> Family Life Education assignment</p>	<p><u>Assignments Target:</u> 80% or more will complete each assignment with a C or higher</p> <p><u>Target not met HSL 3800</u> Fall 2021: 84% Spring 2023: 72% Total students = 44</p> <p><u>Target met HSL 4854</u> Spring 2022: 95% Fall 2022: 85% Spring 2023: 84%</p>	<p>C, W, S, Q</p>

	<ul style="list-style-type: none"> Capstone paper using principles of Family Life Education through the National Council on Family Relations <p>Assignment within course; assessed by faculty</p>	Students = 61	
4. Demonstrate the ability to effectively engage with internal and external departmental constituents	<p><i>HSL 4200 Orientation to Human Services Program Administration Internships Job/Internship Fair</i></p> <ul style="list-style-type: none"> 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 <p><i>HSL 4275 Internship in HSPA</i></p> <ul style="list-style-type: none"> 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 	<p>HSL 4200 <u>Target</u>: 90% will attend and submit reflection <u>Target not met</u> Fall 2021: 100% Spring 2022: 76% Spring 2023: 88% Total students: 48</p> <p>HSL 4275 <u>Target</u>: 85% will pass (CR) the internship class <u>Target met</u> Spring 2022: 100% Summer 2022: 90% Fall 2022: 100% Spring 2023: 100% Total: 34 students</p>	S,R
5. Exhibit an understanding of the value of personal and professional ethical conduct	<p><i>HSL 3853 Child Development Practicum Mandated Reporter Assignment</i></p> <ul style="list-style-type: none"> DCFS Webinar required by the state to work with young children Assignment within course, assessed by faculty through submission of completion certificate 	<p><u>Target met</u> HSL 3853 Fall 2021: 87%, 24 students Spring 2022: 93% Fall 2022: 83% Spring 2023: 85% Total students=58</p> <p>HSL 4275 <u>Target</u>: 85% will pass (CR) the internship class <u>Target met</u></p>	C,R

	<p><i>HSL 4275 Internship in HSPA</i></p> <ul style="list-style-type: none"> • 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 	<p>Spring 2022: 100% Summer 2022: 90% Fall 2022: 100% Spring 2023: 100% Total: 34 students</p>	
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PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) 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 Department changed its name to Human Services (formerly Human Services and Community Leadership; Human Services Program Administration). We had previously created an Early Childhood Program Administration minor. As a result of this, we were able to easily develop an Early Childhood Consortium track as a part of the Early Childhood Consortium collaboration with the College of Education; through this, we were able to provide scholarships and support to students who have been working in the field of child care. This helped us to recruit transfer students interested in child care, as well as it helped with student retention. We have also established minors in Human Services, Financial Literacy, and Aging Studies. Each of these minors have helped with recruitment of undergraduate majors, as well as prospective graduate students in Aging Studies or Human Services, following the development and approval of our accelerated graduate tracks in the last two years.

There were several assignments where students did not meet the Department standards for learning goals for this assessment period (e.g., HSL 1800, 2200, 3800, 4200, and 4775). The Department faculty and Chair are in the process of assessing potential curriculum revisions as a result of this assessment. While some of the learning outcomes can be explained by increases in students' mental health issues across University campuses and transitions related to the COVID 19 pandemic, the Department Chair has established working groups for HSL 1800, 2200, and 4200 to revise assignments, ensure consistency across instructors/professors, and enhance students learning. We have assessed flipped classroom models and ways to adhere to various learning styles.

In process:

- Develop working groups with faculty who teach HSL 2200 and 4200 to enhance curricula as it relates to content knowledge and theories in the field, as well as students' abilities to interact with external constituents (SLOs 1 and 4); Instructors who teach 1800, 2200, and 4200 meet each semester to ensure assignments are in line with course objectives, as well as adhere to various learning styles; new instructor for HSL 1800 has already started implementing new learning activities to ensure student engagement.
- Revamp the Child Development Laboratory model and HSL 3853; this will involve the expansion of hours of service and offer more flexibility for students, as well as expand opportunities for experiential learning (identified need based on student and community needs)
- Identify ways to enhance student learning in HSL 1800 to ensure students' understanding of human development throughout the lifespan and the diversity of family and community relationships (SLO 2)

- Work with the Department of Sociology to develop a B.S. in Social Work program, which will be housed in Human Services and the College of Health and Human Services (identified gap in the curriculum to meet current students' needs)
- Establish a formal partnership with the Illinois Department of Children and Family Services to development a two course Child Welfare Services course where students will take exams and receive their child welfare license (identified gap in the curriculum to meet current students' needs)

Under discussion

- Explore options for research methods class and the development of a capstone course which would require minor revisions to the Honors Program plan
- Change HSL 5852 Adolescence and the Family to an elective for undergraduates and graduate students versus having it be a required course only offered to graduate students; this has been identified as an area in the lifespan where there are gaps in the undergraduate curriculum. This will address a gap in the undergraduate curriculum as HSL 1800 is the only course that covers the adolescent development period

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).

Student learning is assessed annually by looking at Human Services CORE courses. Learning outcomes include: Display an understanding, and the ability to apply, the foundational concepts and theoretical perspectives that inform Human Services and Family Life Education; Demonstrate an understanding of human development throughout the lifespan and the diversity of family and community relationships; Interpret, analyze, evaluate, and disseminate information using professional oral and written communication techniques; Demonstrate the ability to effectively engage with internal and external departmental constituents; and Exhibit an understanding of the value of personal and professional ethical conduct. Targets for each objective were for students to successfully complete each assignment with a C or higher, and this target was met 80-95% in some courses, but not all.

The Department faculty and Chair are working on assessing course assignments to make certain student learning outcomes are met in the next review periods. This will involve restructuring assignments and course modalities for HSL 1800, 2200, and 4200. It will also involve a thorough evaluation of all core courses.

Since the last review, actions (including instructional resources and practices, curricular) taken have included:

The department launched with a) major and minor in Human Services (formerly 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 1 credit
 - Families, Incarceration, and Advocacy 3 credits
 - Chronic Disease Self-Management 3 credits
- Created an Early Childhood Program Administration minor that leads to credentials through Gateways to Opportunity and Early Childhood Program Administration Bachelors pathway in collaboration with the College of Education (Early Childhood Consortium project)

In process:

- Departmental Honors program
- Collaborate with Sociology to develop an interdisciplinary B.S. in Social Work program
- Collaborate with local school districts and agencies to revamp the Child Development Lab model

- Work with The Department of Children and Family Services to develop another child welfare special topics course where students can take their child welfare license exam
- Hiring two new faculty (one annually contracted and one tenure-track who have MSW degrees and who could serve as a BSW program and field director if these proposals are approved)

Actions (including instructional resources and practices, curricular) to be taken as a result of this review include:

- Evaluating core courses and assignments
- Developing the Department Honors Program (assess Research Methods options and viability of a capstone course)
- Explore feasibility of revising the Adolescent and Emerging Adulthood course to include undergraduates (currently a required grad class, but this will be changed to an elective for grads and an option for undergraduates)
- Assessment of opportunities for experiential learning opportunities and relationships with community partners who can contribute to that

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

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).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
The program was last formally reviewed in October 2021.	All faculty/Chair	Developed action plans for improvement
October 2023	All faculty/Chair	Developed action plans for next two years

Dean Review and Feedback

The BS in Human Services (formerly Human Services Program Administration) remains a successful program with instructional and experiential learning opportunities that enhance opportunities for student learning. Many students had transitions or mental health issues related to the pandemic that impacted learning outcomes for this period. The Department has acknowledged the changing needs of students and subsequently, the need to evaluate core curricula and assignments to ensure student retention and preparation to work in social or human services agencies, including drug

and alcohol, domestic or sexual violence, child welfare, child care, behavioral health, and other programs. The program utilizes a variety of core courses to evaluate student learning outcomes across five areas, and the faculty/chair will continue to assess areas for improving the program and student learning outcomes with specific attention to core courses with higher D, F, and W rates.

Dean or designee Jill Bowers

Date 10/25/23

VPAA Office Review and Feedback (for "Round B" SLO report only)

B.S. Human Services

The B.S. in Human Services program has focused in a detailed way on both innovative course creation (such as "Families, Incarceration, and Advocacy") and strategies for making broader programmatic changes in a deliberate, careful fashion. Thus the program has been working closely with other programs in order to develop an attractive and operational new major such as a B.S. in Social Work and a collaborative course model with the Department of Children and Family Services.



VPAA or designee

Dr. Suzie Park, Interim Asst VPAA

Date 8/21/24