

STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2019-2020

Degree and Program Name: Master of Science in Human Services Program Administration

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PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
<p>1. Content Area Knowledge: Students will demonstrate a depth of content knowledge ,including understanding of human development at various stages of the lifespan, leadership and ethics in family life education, and diversity among individuals and families. This includes the application of theories and public policy in family life education.</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 or program administration.</p> <p>b) Thesis: Students defending theses will be evaluated on their knowledge and understanding of specialized human services topics and the research methods process.</p>	<p>a) At least 85% of the evaluations submitted by faculty reviewer will rate students as competent (2 on a 3-point scale) or higher in their knowledge and understanding of human services program administration topics and theories in their written work. The 3-point scale described here and throughout the report includes: 3=highly competent 2=competent 1=not competent</p> <p>b) At least 85% of the evaluations submitted by faculty reviewer will rate students as competent (2 on a 3-point scale) or higher in their knowledge and understanding of human services program administration topics and theories. The 3-point scale described here and throughout the report includes: 3=highly competent 2=competent</p>	<p>a) Using the CCK rubric, 100% (N=17) of the evaluations rated students higher than the expectations. All students earned ratings of a 3 (highly competent) on a 3-point scale.</p> <p>b) No HSPA students completed a thesis during AY 19-20.</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 HSPA graduate faculty reviewers evaluate the CCK capstone.</p> <p>Results are disseminated to the graduate school and discussed in HSPA 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. (Each thesis committee consists of 3 faculty members). Results are disseminated to the HSPA</p>

	<p>c) Internship Mid-term Self-Evaluation Forms: Students indicate perceived knowledge and understanding of human services content criteria and professional performance levels (e.g., professional performance in the human services field, application of human services or program administration content to their job performance).</p> <p>d) Internship Final Self-Evaluation Forms: Students indicate perceived knowledge and understanding of human services content criteria and professional performance levels (e.g., professional performance in the human services field, application of human services or program administration content to their job performance).</p> <p>e) Internship Mid-term Site Supervisor Evaluation Forms: Site supervisors</p>	<p>1=not competent</p> <p>c) At least 85% of students completing midterm self evaluations will indicate competency by achieving at least a rating of 2 on a 3 point scale. 3 – Above Average 2 – Average 1 – Below Average</p> <p>d) At least 85% of students completing final self evaluations will indicate competency by achieving at least a rating of 2 on a 3 point scale. 3 – Above Average 2 – Average 1 – Below Average</p> <p>e) At least 85% of students' site supervisors completing midterm evaluations will indicate student</p>	<p>c) 100% (N=3) of the students who completed the midterm evaluations indicated ratings of "highly competent" (3 on a 3-point scale) on both the midterm and final self-evaluations.</p> <p>d) 100% (N=3) of the students who completed the final evaluations indicated ratings of "highly competent" (2 on a 3-point scale) on both the midterm and final self-evaluations.</p> <p>e) 100% (N=3) of the site supervisors who completed the midterm evaluations indicated</p>	<p>faculty during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.</p> <p>c) Students completing internships submit an "Internship Self-Evaluation" at the mid-term of the semester. Results are disseminated to HSPA faculty during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.</p> <p>d) Students completing internships submit an "Internship Self-Evaluation" at the conclusion of the semester. Results are disseminated to the HSPA faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.</p> <p>e) Site Supervisors complete an evaluation of the student at the mid-term</p>
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	<p>indicate students' knowledge and understanding of human services content criteria and professional performance levels (e.g., professional performance in the human services field, application of human services or program administration content to the students' job performance).</p> <p>f) Internship Site Supervisor Final Student Evaluation Forms: Site supervisors indicate students' perceived knowledge and understanding of human services content criteria and professional performance levels (e.g., professional performance in the human services field, application of human services or program administration content to the students job performance).</p> <p>g) 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 program administration content and ability to apply</p>	<p>competency by achieving at least a rating of 2 on a 3 point scale. 3 – Above Average 2 – Average 1 – Below Average</p> <p>f) At least 85% of students' site supervisors completing final evaluations will indicate student competency by their achieving at least a rating of 2 on a 3 point scale. 3 – Above Average 2 – Average 1 – Below Average</p> <p>g) At least 85% of the evaluations submitted by faculty reviewer will rate students as competent (2 on a 3-point scale) or higher in their knowledge and understanding of human services program administration topics and theories in their oral presentation. The 3-point scale described here and throughout the report includes: 3=highly competent 2=competent</p>	<p>ratings of "highly competent" (2 on a 3-point scale) on both the midterm and final self-evaluations.</p> <p>f) 100% (N=3) of the site supervisors who completed the final evaluations indicated ratings of "highly competent" (5 on a 5-point scale) on both the midterm and final self-evaluations.</p> <p>g) Using the data gathered from the CCK rubric, 100% (N=17) of the evaluations submitted rated students higher than the expectations in the previous column. All students earned ratings of a 3 (highly competent) on a 3-point scale.</p>	<p>of the semester. Results are disseminated to the Aging Studies Board faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.</p> <p>f) Site Supervisors complete an evaluation of the student at conclusion of the semester. Results are disseminated to HSPA faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.</p> <p>g) The CCK capstone is evaluated by the student's academic advisor, who is also the graduate coordinator. Results are disseminated to HSPA faculty/administrators during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p>
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	<p>knowledge/understanding of research, diversity, public policy, human development or family theories, and ethics in human services program administration.</p> <p>h) 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 effectively apply a theory to an issue in human development or family theories.</p>	<p>1=not competent</p> <p>h) At least 85% of the rubric evaluations submitted by faculty teaching the course will rate students as competent (2 on a 3-point scale) on the assignment.</p> <p>For the assignment grade, at least 85% of students will earn at least a minimum score of an 85%.</p>	<p>h) Rubric evaluations and assignment grades were submitted for all 20 Theories students taking HSL 5850. 100% (N=10) of the evaluations rated students as highly competent (5 on a 5-point scale).</p> <p>For the assignment grades, 100% (N=20) of students met the minimum expectations and the scores ranged from 94-100% (M=98%).</p>	<p>h) Faculty teaching HSL 5850 evaluate each student's paper. Assessment data, including course assignment samples/outcomes, are disseminated to the HSPA faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Follow up discussion is initiated with course instructor, as well.</p>
<p>2. Critical Thinking: Students will</p>	<p>CCK Capstone Rubric [a direct measure]: a) Students</p>	<p>a) At least 85% of students completing midterm evaluations will</p>	<p>a) Faculty evaluations were rated 100% (N=17) of students as highly</p>	<p>a) The CCK capstone is evaluated by the student's</p>

<p>demonstrate critical thinking skills with regards to human services program administration topics.</p>	<p>completing CCK capstone written papers and oral presentations will be evaluated on their ability to think critically regarding human services program administration topics.</p> <p>b) Thesis Rubric [a direct measure]: Students defending theses will be evaluated on their ability to think critically regarding human services program administration topics.</p> <p>c) Research Proposal Presentation Rubric and Assignment Grade [course embedded]: Students enrolled in the HSL 5900 Research Methods (a required course) will be evaluated on their ability to think critically regarding human services research through formulation and presentation of the proposals' introductory, review of literature, and methodology sections.</p>	<p>indicate competency in critical thinking by achieving at least a rating of 2 on a 3 point scale. 3 – Above Average 2 – Average 1 – Below Average</p> <p>b) At least 85% of students completing midterm evaluations will indicate competency in critical thinking by achieving at least a rating of 2 on a 3 point scale. 3 – Above Average 2 – Average 1 – Below Average</p> <p>c) At least 85% of the evaluations submitted by faculty teaching the course will rate students as competent (4 on a 5-point scale) in their ability to think critically regarding aging research.</p> <p>For the assignment grade, at least 85% of students will earn at least a minimum score of an 85%.</p>	<p>competent (3 on a 3-point scale) in their ability to think critically regarding aging topics.</p> <p>b) No HSPA student completed a thesis during AY 19-20.</p> <p>c) Rubric evaluations and assignment grades were submitted for all 15 Research Methods students taking HSL 5900. In this course 87.5% (n=14) of the evaluations rated students as highly competent (5 on a 5-point scale).</p> <p>For the assignment grades, 87.5% (n=14) of students' scores met the minimum expectations and scores of all 15 students ranged from 83-100% (M=91%).</p>	<p>academic advisor, who is also the graduate coordinator. Results are disseminated to HSPA faculty/administrators during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p> <p>b) Thesis committee members evaluate the student's performance. (Each thesis committee consists of 3 faculty members). Results are disseminated to HSPA faculty/administrators during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p> <p>c) Faculty teaching HSL 5900 evaluate each student, who completes a research proposal presentation in the course. Assessment data, including course assignment samples/outcomes, are disseminated to HSPA faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Follow up discussion is initiated with course instructor well.</p>
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<p>3. Communication: Students will display the ability to communicate effectively and professionally information about human services in their written and oral work</p>	<p>a) CCK Capstone Rubric [a direct measure]: Students completing the CCK Capstone will be evaluated on their ability to communicate effectively and professionally.</p> <p>b) Internship Supervisor's Evaluation Forms (Mid-term): On-site internship supervisors will evaluate interns on their ability to communicate effectively and professionally in their written and oral work.</p> <p>c) Internship Supervisor's Evaluation Forms (Final): On-site internship supervisors will evaluate interns on their ability to communicate effectively and professionally in their written and oral work.</p>	<p>a) c) At least 85% of students completing midterm evaluations will indicate competency by achieving at least a rating of 2 on a 3 point scale on language, verbal & general delivery, and mechanics and style. 3 – Above Average 2 – Average 1 – Below Average</p> <p>b) At least 85% of the internship evaluations submitted by supervisors will rate students as competent (2 on a 3-point scale) in their ability to communicate information about the human services program administration effectively orally and in writing. 3 – Above Average 2 – Average 1 – Below Average</p> <p>c) At least 85% of the internship evaluations submitted by supervisors will rate students as competent (2 on a 3-point scale) in their ability to communicate information about human services program administration effectively orally and in writing.</p>	<p>a) 100% (N=17) of the evaluations rated students as highly competent (2 on a 3-point scale) in their ability to communicate effectively in their writing and oral presentations.</p> <p>b) 100% (N=3) of the mid-term evaluations rated students with at least a 2 on a 3-point scale in their ability to effectively communicate in their writing and oral presentations. The student earned a rating of 5 at the mid-term.</p> <p>c) 100% (N=3) of the final evaluations rated students with at least a 2 on a 3-point scale in their ability to effectively communicate in their writing and oral presentations. The student earned a rating of 5 at the final.</p>	<p>a) The CCK capstone is evaluated by the student's academic advisor, who is also the graduate coordinator. Results are disseminated to HSPA faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.</p> <p>b) The internship supervisor completes the evaluation and submits the evaluation to the student and the academic adviser, who is also the graduate coordinator. Results are disseminated to HSPA faculty/administrators during semester meetings and discussed to ascertain where and how changes or improvements need to be made.</p> <p>c) The internship supervisor completes the evaluation and submits the evaluation to the student and the academic adviser, who is also the graduate coordinator. Results are disseminated to HSPA faculty/administrators during semester meetings and discussed to ascertain</p>
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	<p>d) Fundraising project [direct measure; course embedded]: Students enrolled in HSL 5846 Public Policy and Grant Writing (a required course) will be evaluated on their ability to complete a fundraising project, which involves communicating with a community agency and others to raise funds for that agency, creating a poster presentation, and orally presenting this poster with their group to the course and community agencies.</p>	<p>d) At least 85% of the evaluations submitted by faculty will rate students as competent (4 on a 5-point scale) in their ability to communicate effectively (in writing and orally) with their poster presentation.</p> <p>For the assignment grade, at least 85% of students will earn at least a minimum score of an 85%.</p>	<p>d) Rubric evaluations and assignment grades were submitted for all 12 HSPA students taking FCS 5846. 100% (n=12) of the evaluations rated students as highly competent (5 on a 5-point scale).</p> <p>For the assignment grades, 100% (n=12) of students' scores met the minimum expectations and scores ranged from 90-100% (<i>M</i>=96%).</p>	<p>where and how changes or improvements need to be made.</p> <p>d) Faculty teaching HSL 5846 evaluate each student who writes the paper in the course. Results are disseminated to HSPA faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Follow up discussion is initiated with course instructor to provide feedback opportunity, as well.</p>
<p>4. Research: Students will demonstrate an understanding of research design and implementation, data analysis, interpretation, and dissemination of results in the context</p>	<p>a) Thesis Rubric [a direct measure]: Students defending theses will be evaluated on their understanding of research design and implementation, data analysis, interpretation, and dissemination of results.</p>	<p>a) At least 85% of the evaluations submitted by faculty will rate students as competent (4 on a 5-point scale) in their understanding of research design and implementation, data analysis, interpretation, and dissemination of results.</p>	<p>a) No HSPA students completed a thesis during AY 19-20.</p>	<p>a) Thesis committee members evaluate the student's performance. (Each thesis committee consists of 3 faculty members). Results are disseminated to HSPA faculty/administrators during semester meetings and discussed to ascertain</p>

<p>of current theories in human services program administration. Students will also exhibit understanding of current research in human services program administration.</p>	<p>b) Research Proposal Presentation Rubric and Assignment Grade [direct measure; course embedded]: Students enrolled in the FCS 5900 Research Methods (a required course) will be evaluated on their ability to demonstrate an understanding of research design and implementation, data analysis, interpretation, and dissemination of results in the context of current issues and theories in human services program administration. Students will also exhibit understanding of current research in the field of human services program administration.</p>	<p>b) At least 85% of the evaluations submitted by faculty will rate students as at least competent (4 on a 5-point scale) in their understanding of human services research.</p> <p>For the assignment grade, at least 85% of students will earn at least a minimum score of an 85%,</p>	<p>b) Rubric evaluations and assignment grades were submitted for all 15 HSPA students taking HSL 5900. At least 87.5% (n=14) of the evaluations rated students as highly competent (5 on a 5-point scale).</p> <p>For the assignment grades, the majority (n=14) of students' scores met the minimum expectations and the scores of all 15 students ranged from 83-100% (M=91%).</p>	<p>where, how, and if changes or improvements need to be made.</p> <p>b) Faculty teaching HSL 5900 evaluate each student, who completes a research proposal presentation in the course. Assessment data, including course assignment samples/outcomes, are disseminated to HSPA faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made. Follow up discussion is initiated with course instructor, as well.</p>
<p>5. Ethical Behavior: Students will interact effectively, sensitively, and ethically with human services professionals and demonstrate understanding of ethical issues, such as confidentiality, mandated reporting, and diversity in human and family</p>	<p>a) Thesis Rubric - Thesis [a direct measure]: Students defending theses will be evaluated on their ability to demonstrate an understanding of the challenges specific to human services and exhibit an awareness of the diversity in the field.</p>	<p>a) At least 85% of the evaluations submitted by faculty will rate students as competent (2 on a 3-point scale) in their ability to demonstrate an understanding of the challenges specific to human services program administration, including an awareness of the diversity of individual and family development.</p>	<p>a) No HSPA students completed a thesis during AY 19-20.</p>	<p>a) Thesis committee members evaluated students' performance. (Each thesis committee consists of 3 faculty). Results are disseminated to the HSPA faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.</p>

<p>services through their coursework in the program.</p>	<p>b) Site Supervisors' Mid-Term Evaluations (Forms) of Interns [a direct measure]: On-site internship supervisors will evaluate interns on their ability to interact effectively, sensitively, and ethically with individuals and families in the human services profession.</p> <p>c) Site Supervisors' Final Evaluations (Forms) of Interns [a direct measure]: On-site internship supervisors will evaluate interns on their ability to interact effectively, sensitively, and ethically with individuals and families in the human services profession.</p> <p>d) Internship Mid-Term Self-Evaluation Form [an indirect measure]: Students indicate their perceived ability to interact effectively, sensitively, and ethically with individuals in the human services profession, including a respect for diversity in the field.</p> <p>e) Internship Final Self-Evaluation Form [an indirect measure]: Students indicate</p>	<p>b) At least 85% of the internship evaluations submitted by supervisors will rate students as "Competent" (2 on a 3-point scale) in their ability in their ability to interact effectively, sensitively, and ethically in the human services profession.</p> <p>c) At least 85% of the internship evaluations submitted by supervisors will rate students as "Competent" (2 on a 3-point scale) in their ability in their ability to interact effectively, sensitively, and ethically in the human services profession.</p> <p>d) At least 85% of students completing internship will indicate a "Competent" level of confidence (2 on a 3-point scale) confidence in their ability to interact effectively, sensitively, and ethically in the human services profession, population, including a respect for diversity in the field.</p> <p>e) At least 85% of students completing internship will indicate a "Competent" level of confidence (2</p>	<p>b) 100% (N=3) of the students enrolled in an internship were rated as Highly Competent (3) in their ability in their ability to interact effectively, sensitively, and ethically in the human services profession.</p> <p>c) 100% (N=3) of the students completing an internship were rated as Highly Competent (3) in their ability in their ability to interact effectively, sensitively, and ethically in the human services profession</p> <p>d) 100% (N=3) of the students enrolled in an internship indicated a "Highly Competent (3) level of confidence (3-point scale) confidence in their ability to interact effectively, sensitively, and ethically in the human services profession, population, including a respect for diversity in the field.</p> <p>e) 100% (N=3) of the students completing an internship indicated a "Highly Competent (3) level of</p>	<p>b) On-site internship supervisors will evaluate each student under their supervision. Results are disseminated to HSPA faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.</p> <p>c) On-site internship supervisors will evaluate each student under their supervision. Results are disseminated to HSPA faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.</p> <p>d) Students enrolled in internships will complete an "Internship Self-Evaluation." Results are disseminated to the HSPA faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.</p> <p>e) Students completing internships will complete an "Internship Self-Evaluation."</p>
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	<p>their perceived ability to interact effectively, sensitively, and ethically with individuals in human services professions, including a respect for diversity in the field.</p>	<p>on a 3-point scale) confidence in their ability to interact effectively, sensitively, and ethically with individuals in human services professions, including a respect for diversity in the field.</p>	<p>confidence (3-point scale) confidence in their ability to interact effectively, sensitively, and ethically with individuals in human services professions, including a respect for diversity in the field.</p>	<p>Results are disseminated to HSPA faculty/administrators during semester meetings and discussed to ascertain where, how, and if changes or improvements need to be made.</p>
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PART TWO

Describe your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

Human Services Program Administration did not submit a report last year because there were several changes to the program curricula and the program became a part of a new College, the College of Health and Human Services in the last two years. These changes included edits to the required curricula in the catalog that now reflect of a focus on human services courses, rather than the integrative nature of family and consumer sciences. We believe these changes will positively impact students with a more focused area of content knowledge in human services program administration. We also have a new graduate coordinator and faculty in the Department have been actively collaborating with other Departments in the College to expand research opportunities for students.

Learning Objectives:

The learning objectives were edited to reflect the changes from family and consumer sciences to human services program administration; the objectives continue to align with the goals established by CGS in the areas of depth of human services program administration content knowledge, critical thinking and problem solving skills, effective oral and written communication skills, and evidence of advanced scholarship through research and or creative activity. The objectives also reflect the program mission, which includes a focus on leadership in human services and ethical issues, such as diversity.

How, Where, and When Assessed:

-Measures of rubrics were retained and used to collect/analyze data from students' written work and oral presentations. Measures of student and internship site supervisor evaluations were retained and used to collect/analyze data.

-All Human Services Program Administration students are required to complete one of the following during the program: an internship, an independent study, or a thesis. The thesis assessment remains in place, although no students chose this option during AY 2019-2020. For the students enrolled during AY 2019-2020, a non-thesis plan of study was best aligned with their current and future career goals and paths. The vast majority of Human Services Program Administration graduates maintained or gained employment in human services or family and consumer sciences education and only one of expressed an interest in pursuing a terminal degree. Thus, a research-intensive career position was the goal for most students. The one student that expressed an interest in possibly pursuing a doctorate at a later date worked on a research project as a part of the student's independent study with a faculty member who shared similar topic interests so that she could further explore her own interest in empirical research.

-In AY 2019-2020, for measures embedded in courses, written papers in HSL 5846, 5850, and 5900 and the presentation in FCS 5900 continued to be included for more assessment breadth and diversity in types of major assignments.

-A continued strength of this current report is that the required course assignments reflect a comprehensive and holistic picture of three fundamental tenets of a graduate program's courses: research (HSL 5900 Research Methods), theory (FCS 5850 Readings/Theories of Human Development), and policy (HSL 5846 Public Policy and Grant Writing in Human Services).

Expectations

The work for the three different assignments in HSL 5846, 5850, and 5900 were evaluated and based on students final grades for the students and whether or not the students completed an A or B in the course. We revised the capstone experience guidelines to reflect the new HSPA curricula, and the same

scale was used to evaluate all capstone and CCK oral and written work. The oral presentation rubric for the capstone was evaluated on content, application to the discipline, nonverbal and general delivery, and technical skills on a scale of highly competent, competent, and not competent (see below). The written work was evaluated on content, application, language, APA style, and mechanics on a scale of highly competent, and non competent (see below).

Oral Rubric for the Capstone:

Criteria	Highly competent	Competent	Not competent
Content	Exhibited highly effective use of critical thinking skills; Incorporated content knowledge to identify new solutions/ideas relevant to professional practice; Used content appropriate to situation & audience; Identified role of research in project/topic and cited appropriate information sources accurately that was academically sound;	Demonstrated some critical thinking skills; Incorporated content knowledge to identify new solutions/ideas relevant to professional practice;	Displayed poor or ineffective use of basic critical thinking skills; Failed to incorporate content knowledge in the development of solutions to professional problems;
Application to Discipline	Demonstrated original thinking; Applied scientific theory and/or knowledge to analyze, synthesize, and evaluate. Elaborated on application of public policy to topic/project that was logical and inclusive; Accurately articulated the application of two human development theories to topic/project; and Clearly and effectively described aspects of inclusion, diversity and global issues related to topic/project. Clearly and Effectively addressed professional ethical applications related to topic/project such as confidentially, safeguarding research subjects, and mandated reporting obligations.	Evidenced some application of scientific theory and/or knowledge to analyze, synthesize, and evaluate. Made moderately effective connection between support & main points; Identified aspects of public policy and human development theories; and/or Showed sensitivity to issues of diversity. Moderately, with some deficits, addressed professional ethical applications related to topic/project such as confidentially, safeguarding research subjects, and mandated reporting obligations.	Displayed little to no use of appropriate application of scientific theory and/or knowledge to analyze, synthesize, and evaluate. Provided little support for main ideas; Demonstrated limited competence regarding public policy and/or human development theories applications; and/or Content lacked sensitivity to issues of diversity. Did not articulate application of professional ethical applications related to topic/project such as confidentially, safeguarding research subjects, and mandated reporting obligations.
Language	Used professional terminology; Evidenced precise & vivid language; Defined unfamiliar terms; and varied sentence structure consistently.	Produced some varied sentence structure and word choice; Used professional terminology but in stilted, awkward usage; and/or Displayed appropriate standards of usage for situation and audience.	Displayed inadequate standards of usage; Limited variance in sentence structure; Lack of professional terminology; and/or Used slang words or other inappropriate language for situation and audience.

Verbal Delivery	Varied voice in pitch, volume, rate, & emphasis; Generated appropriate enthusiasm; Speech free of fillers (“like”,uhms, ers); Evidenced effective articulation and pronunciation.	Used some variation in pitch, volume, rate, and emphasis; Included some fillers; and/or Articulated effective pronunciation and incorporated minimal fillers.	Displayed little to no variation in pitch, volume, rate, or emphasis; Fillers detracted from the presentation; Evidenced a lack of clear articulation and pronunciation.
Non-Verbal & General Delivery	Dressed neatly, professionally and was well groomed; and Displayed consistent eye contact and confidence.	Appeared in adequate and appropriate dress and was well-groomed; and/or Displayed some evidence of confidence and appropriate eye contact.	Dressed inappropriately; Displayed professional appearance or grooming issues; Did not maintain eye contact; and/or Seemed to lack confidence.
Technological Skills	Displayed comfort, skill and confidence using the technology that supports professional and engaging presentations.	Displayed an over-reach of using technology beyond skill level; and/or Did not utilize technology that would have been expected in a professional setting.	Did not use technology; and/or Used technology in a way that seriously distracted from content.

Written Rubric for the Capstone:

Criteria	Highly competent	Competent	Not competent
Content	Exhibited highly effective use of critical thinking skills; Incorporated content knowledge to identify new solutions/ideas relevant to professional practice; Used content appropriate to situation & audience; Exemplary connections drawn between main points and support; and Cited appropriate information sources accurately.	Demonstrated critical thinking skills; Incorporated content knowledge to identify new solutions/ideas relevant to professional practice; Made connection between support and main points.	Displayed poor or ineffective use of basic critical thinking skills incorporating content knowledge in the development of solutions to professional problems; and/or Did not support main ideas.

Application to Discipline	Demonstrated original thinking; Applied scientific theory and/or knowledge to analyze, synthesize, and evaluate; Exemplary evidence of thoughtful consideration of issues of diversity and application to the field of human services that reflects professional dedication to a global perspective; and Significant and appropriate evidence of concern and sensitivity to issues of professional ethics, confidentially, and mandated reporting obligations. Exemplary evidence of application to topic of public policy, research, and two human development theories.	Evidenced some application of scientific theory and/or knowledge to analyze, synthesize, and evaluate; Evidence of thoughtful consideration of issues of diversity and application to the field of human services; and/or Some evidence of concern and sensitivity to issues of professional ethics, confidentially, and mandated reporting obligations. Some evidence of application to topic of public policy, research, and two human development theories.	Displayed little to no appropriate application of scientific theory and/or knowledge to analyze, synthesize, and evaluate; and/or Complete or significant lack of thoughtful consideration of issues of diversity and application to the field of human services; and/or Concerning lack of demonstrated evidence of concern and sensitivity to issues of professional ethics, confidentially, and mandated reporting obligations. No, incorrect, or very little evidence of application to topic of public policy, research, and two human development theories.
Language	Used discipline-specific professional terminology; Evidenced precise & vivid language; Defined unfamiliar terms.	Produced some varied sentence structure and word choice; Used discipline-specific professional terminology; and/or Displayed appropriate standards of usage for situation and audience.	Displayed inadequate standards of usage; Professional terminology not used effectively; Used slang words or other inappropriate language for situation and audience.
APA Style	Exemplary use of APA style in paper format, internal citations, and quotations without error or omission; Included complete and correctly formatted reference list.	Some minor errors and/or omissions in the use of APA format; Reference list was complete and has few APA errors.	Did not include internal citations, and/or APA reference list, and/or evidence of working knowledge or skill with APA style.
Specifications	Complied with any specifications for the assignment related to word count, page length, slide length, slide word density, topic outline, and documentation/attachments/appendices.	Did not completely adhere to specification instructions.	Significant deficits in compliance with specifications for written product.
Mechanics and Style (grammar, punctuation, spelling, word choice, sentence structure)	Virtually no errors in mechanics; Sophisticated and varied sentence structure and length; If a presentation, used graphics, spacing, and backgrounds in a highly effective manner; If a presentation, utilized images, videos, or other media/technology to advantage; and Precise and rich language.	Few errors in mechanics relative to length and complexity; Controlled, varied sentence structure; If a presentation, moderately effective use of graphics, spacing, background, images or other technology; and/or Effective use of language.	Errors in mechanics, sentence structure and language that interfere with communication; and/or If presentation, did not use graphics, spacing, backgrounds to benefit; and/or If presentation, did not utilize photos or other technology to supplement or used in appropriately.

Results

-All expectations set forth for AY 2019-2020 were achieved and exceeded the expectation criteria. Results indicated that the Human Services Program Administration curriculum revisions were well-developed and implemented.

-The 33 required program hours, the face to face and online program delivery modes, and the scheduling of the majority of classes continue to benefit the program. All of those program/curriculum revisions strengthen our recruitment efforts (i.e., enrollment has steadily grown), retention rates (retention rates are in the upper 90th percentile), and academic performance levels (course grades, internship evaluations, and capstone experiences are being completed with high performance marks).

The current program and course configurations are highly responsive to meet the needs of our student demographic. Many students are off campus and have personal, family, or work obligations outside of their graduate program. Thus, having the online track and all courses offered online at some point each year has greatly benefited many students in the HSPA graduate degree program. To successfully continue with recruitment/enrollment, retention, and academic performance levels, HSPA must continue to offer a high quality graduate degree program with ease of accessibility, flexibility for diverse students, and cost efficiency. These key considerations assist in guiding all program efforts, including the area of assessment practices. We will also continue to offer face to face classes to continue to support the needs of International Students (n = 1) while adhering to the guidelines of the Office of International Students and Scholars' guidelines. A few issues arose with plagiarism and or students' adhering to ethical standards.

How Results Will Be Used

The feedback loop will be used to continue to develop the graduate orientation and required coursework which includes ethical standards, such as guidance for citations, APA style formatting, and research methods. In addition, there was not an exit survey administered last year; we have developed an exit survey to reflect the curriculum changes and learning objectives of HSPA and CGS. This will contribute to the results in the future. In the past year, all capstone students with the exception of one were assigned to the current graduate coordinator based on previous recommendations; this allowed for consistency in the certificate of comprehensive of knowledge and capstone experience; we will continue to follow this plan for HSL 5980 and HSL 5990 capstone courses.

PART THREE

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?

Curriculum, instructional, and learning objectives, assessment measures, expectations, results, and dissemination practices are sound at this time, formal and anecdotal student evaluation feedback has been positive, enrollment (N=50 as of September 2020) has increased, retention and graduation rates (upper 90th percentile) are high. The graduate faculty in AY 2010-2020 have reviewed the existing curriculum and instruction practices. For this year, no substantive or additional major curriculum/instructional changes were deemed necessary though we have created a list of special topics courses that we would like to develop in the next few years so that graduate students have more options for electives. Two of these courses were developed in the last year; one includes a focus on financial aid and debt management for students interested in financial literacy and the other includes a focus on child welfare as a Court Appointed Special Advocate (CASA).

In the future, HSPA will: continue with existing data collection and analysis procedures. And, we will include more direct assessments of evaluation of specific assignments in required courses as recommended by an evaluation of this assessment plan. We will also be implementing an exit survey, which has been created by the graduate coordinator and reviewed by graduate faculty. We have included the exit survey here (see below). Further, we will continue to be recruit HSCL undergraduates for the accelerated program. We are also working with other programs (e.g., Aging Studies) to support students

who are interested in the second Master's Degree options. Finally, we are working to develop "options" for students to ho are interested in focusing their electives on a specific area with their elective course options (e.g., a focus on Aging, financial literacy, and child welfare); we believe that because our major is a broadly focused discipline, this will help students to develop a niche in a certain area and contribute to their job outlook success. These options will also contribute to recruitment successes and allow for opportunities to continue to build relationships with community partners.

Draft of exit survey that will be distributed to all students during the semester they complete their capstone:

1. What is your age?
 - a. 22 or less
 - b. 23-30
 - c. 31-40
 - d. 41 or older

2. Do you identify as
 - a. Female
 - b. Male
 - c. Other

3. Which of the following best describes the ethic background you identify with?
 - a. African American or Black
 - b. American Indian or Alaska Native
 - c. Asian or Asian American
 - d. Native Hawaiian or other Pacific Islander
 - e. Hispanic, Latina, or Latino
 - f. Caucasian or White
 - g. Other (please specify)

4. Mother's education
 - a. Some high school
 - b. High school graduate
 - c. 2 year college degree (community or junior college)
 - d. 4 year college degree (bachelor's degree)
 - e. Post graduate degree (Master's, JD, PhD, MD, etc...)
 - f. Other (blank)

5. Father's education
 - a. Some high school
 - b. High school graduate
 - c. 2 year college degree (community or junior college)
 - d. 4 year college degree (bachelor's degree)
 - e. Post graduate degree (Master's, JD, PhD, MD, etc...)
 - f. Other (blank)

6. Where are you from (i.e., home town/country):
7. How did you originally find out about the program?
 - a. Graduated from EIU HSCL undergraduate program
 - b. Other (please explain)
8. What do you plan to do with your degree? Open ended.
9. What has been the most helpful thing to you in graduate school. Open ended.
10. How have faculty supported your needs or served as mentors? Open ended.
11. Who are your mentors? Open ended.
12. What is your favorite thing about your graduate program? Open-ended.
13. How do you think the Department or faculty could have improved your experiences to date? Open-ended.
14. What is the extent to which you agree or disagree to the following statements? (Strongly disagree, disagree, agree, strongly agree)
15. Do you have a job or plans for obtaining one following graduation? Please explain.
16. Please rate the extent to which you agree or disagree with the following statements:

A = Strongly Disagree; B = Disagree; D = Agree; E = Strongly Agree

My program provided an environment that increased my **critical thinking abilities** with regard to my area of professional focus.

My program provided an environment that increased my **problem solving capabilities** with regard to my area of professional focus.

My program enhanced my ability to **work independently** while developing competency in professional practice.

My program enhanced my ability to **work collaboratively** while developing competency in my area of professional focus.

During my program the quality of my **writing skills** increased.

During my program the quality of my **oral communication skills** increased.

My program prepared me to **meet my professional goals**.

During my program my knowledge of the **research process was increased**.

My program sharpened my skills in **identifying public policy issues**.

My program enabled me to articulate the relationship of **professional ethics** to professional practice.

My program increased my **awareness of diversity issues in a global context**.

I found the content in my graduate courses to be **relevant to my profession**.

Overall, the **quality of instruction** in my graduate courses was high.

Overall, **grading** in my graduate courses accurately reflected the course syllabus.

Overall, faculty in my graduate program were **accessible** to students.

Overall, faculty in my program had positive, **helpful attitudes** toward students.

I completed my **graduate program in the length of time** I anticipated.

During my program I was comfortable with the **advisement** I received.

My **technological skills** improved since I began the program.

I would **recommend** this program to another student similar to me.

Additional Comments:

Respectfully submitted by Jill R. Bowers, Graduate Coordinator for the MS in HSPA Graduate Program

**Student Learning Assessment Program
Response to Summary Form
Graduate Program 2020
May 6, 2021**

Department: Human Service and Community Leadership

Degree and Program Name: Master of Science in Human Services Program Administration

Reviewers: Dr. Nikki Hillier, Graduate Assessment Coordinator, Graduate School

Dr. Ryan C. Hendrickson, L.M. Hamand Dean

Category	Comments
Learning Objectives	The objectives for the program align with the graduate learning goals established by EIU's Council on Graduate Studies, which includes a learning goal on ethical behavior. CGS recently revised the graduate learning goals to include an additional goal regarding ethical and professional responsibility.
How, Where, and When Assessed	Students are assessed using a variety of methods: internship evaluations, class assignments, capstone projects and presentations.
Expectations	Expectations are included, rubrics were submitted as well. Expectations are realistic.
Results	The program is exceeding expectations. Most of the students are meeting or exceeding expectations.
How Results Will be Used	The results are shared with faculty and potential changes are discussed. This is an appropriate use for the results.
Recommendations	Your assessment summary is very thorough, and the plan offers several opportunities for assessment. Students are assessed throughout the program using standardized rubrics, class papers and projects, and a final internship or capstone. For the most part, all students are meeting or exceeding expectations. We support the changes you proposed, for example, the exit survey. The draft you submitted for the exit survey could also provide feedback to assist with recruitment. The exit survey also provides an opportunity to hear from students regarding their perception of their own learning. While the internship students have the opportunity for self-assessment, others do not, so it may be useful to provide an opportunity for self-assessment for all students. While your report mentioned that nearly all graduates obtained or maintained careers in the field, it would be helpful to share how that data was collected without exit surveys; if you included expectations and methods for those, it would strengthen the summary. Your program uses the results to propose and discuss changes to the program during departmental meetings, and the report indicates you have made several major changes to curriculum in the last two years. This is a solid assessment plan that will only be strengthened by the proposed changes.

The Council on Graduate Studies approved of revised learning goals on December 8, 2020, which included the addition of an Ethical and Professional Responsibility learning goal. Please consult with your graduate faculty members to determine how to incorporate this learning goal into future assessment activities.