

**Assurance of Student Learning
2018-2019**

College of Health and Human Services

Applied Human Sciences

Master of Science in Child and Family Studies (489)

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Critique, interpret, and apply theory in child and family studies

Instrument 1	Direct: FACS 550 Interview Paper
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: Develop job specific programs of work and curriculum applicable to specific clients and employment

Instrument 1	Direct: FACS 580 Final Paper
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Although goals for student learning outcomes were met, areas for improvement were identified. For SLO 1, it was identified that students can be better prepared to interpret and apply theories before starting on the interview project. We plan to make a shift in emphasis in how to apply theories through the use of the weekly, smaller assignments. The emphasis will include an “apply the theory” section on all such assignments. For SLO 2, it was determined that the program coordinator would serve as the contact faculty for questions related to the capstone paper.

Student Learning Outcome 1

Student Learning Outcome	Critique, interpret, and apply theory in child and family studies		
Measurement Instrument 1	Direct: Interview paper: Students in FACS 550 Youth and Family Theory and Research are required to interview an adult in their life that differs from them in at least one key way (e.g., age, gender, sexual orientation, ethnicity, race, class, culture). As part of the interview project, students analyze their interview findings in the context of at least two theoretical perspectives. Students interpret and apply the theories as part of their analysis. The analysis part of the project is evaluated using a separate rubric to measure students in one of three categories: “does not meet expectations,” “meets expectations,” or “exceeds expectations.”		
Criteria for Student Success	Students demonstrate knowledge about the application of theory throughout the semester in FACS 550 in smaller learning assignment. Student success occurs when students demonstrate their knowledge in a culminating final project. Students report on who they interviewed and the major themes and results of the interview. They identify and apply at least two theories to their interview results. Student paper “meets expectations.” See rubric.		
Program Success Target for this Measurement	70% students achieve “meets expectations” or higher	Percent of Program Achieving Target	78%
Methods	Data was collected in FACS 550 during Fall 2018. This was collected as a part of grading for the Interview Paper Assignment and was a part of the grading rubric. Over the course sections, students performed at the levels of “meets expectations” or “exceeds expectations” 78% of the time.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Data was collected in FACS 550. Upon collection and analysis of data, discussions involved how to best utilize this information and implement it in the course. We identified that students can be better prepared to interpret and apply theories before starting on the interview project. We plan to make a shift in emphasis in how to apply theories through the use of the weekly, smaller assignments. The emphasis will include an “apply the theory” section on all such assignments.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
FACS 550 will be taught again in Fall 2019 and the same assessment will be administered, after the changes noted above are implemented.			

Student Learning Outcome 2

Student Learning Outcome	Develop job specific programs of work and curriculum applicable to specific clients and employment		
Measurement Instrument 1	Direct: Paper: Students in FACS 580 Internship complete a capstone project designed to impact something specific at their field experience. Students complete a project and submit an associated capstone paper. The capstone paper includes sections about a literature review, theoretical underpinnings of the project, and evaluation of the project. Part of the assignment is used to assess the program student learning outcome, “Develop job specific programs of work and curriculum applicable to specific clients and employment.” A portion of the assignment will be measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	Students complete the project at their field experience and submit a capstone paper. Success is demonstrated through the paper and use of theory, literature review, project evaluation, and personal reflection. Student paper “meets expectations.” See rubric.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	100%
Methods	Data was collected during Fall 2018 and Spring 2019 as part of the capstone paper assignment in FACS 580. A separate rubric was used to assess student learning separate from the project assignment.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Not Met			
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Data was gathered in FACS 580 during fall 2018 and spring 2019. Although the student success rate was 100%, there were two students who dropped the course before completion. One aspect of the FACS 580 course is that the instructor of record is rotated among the program faculty. This rotation could have contributed to the two students feeling unsure of who to contact about their course questions. It was decided to use Dr. West, the program coordinator, as the instructor of record to have a constant and consistent instructor of record for students.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
During Fall 2019 and Spring 2020, the instructor of record will be Dr. West in FACS 580. We will evaluate this change on the students in the sections by asking students about it. Dr. West is also the academic advisor for a majority of the students in the program, further providing the students an opportunity to be comfortable approaching him as part of their FACS 550 course.			

Interview Paper Report Guidelines
FACS 550

	Does not meet expectations	Meets expectations	Exceeds Expectations
Identify and Describe Interviewee			
<ul style="list-style-type: none"> • Who did you interview? • How do you know them? • Why did you choose this person? • Where did you meet for interview? • When did the interview take place? 	3 or less question are addressed	4 questions are addressed	All 5 questions are addressed
Interpret and Apply Theory			
Identify the overall theme of this person's life? Cite specific evidence from your interviews to support the theme.	Discusses at least 2 key findings, but does not submit all interview questions and associated answers to support key findings OR Discusses only 1 or no key findings	Discusses at least 2 key findings, with interview questions and associated answers to support key findings OR Discusses at least 3 key findings, but does not submit all interview questions and associated answers	Discusses at least 3 key findings, with interview questions and associated answers to support key findings
What two theoretical perspectives did you choose and why?	Identifies two theories and does not discuss why chosen OR Identifies one or no theories	Identifies two theories and discusses why chosen	Identifies three or more theories and discusses why theories chosen
How would a social scientist using your chosen theories explain the key findings from you interview?	Discuss less than two ways that each theory explains key findings	Discuss two ways that each theory explains key findings	Discusses three or more ways that each theory explains key findings

Capstone Project Paper Assignment
FACS 580

	Points Possible	Does not meet expectations (50% or less of possible points)	Meets expectations (50 to 80% of possible points)	Exceeds Expectations (80% or more of possible points)
Title Page				
• Project description	5			
Abstract				
• Why was the topic chosen	5			
Introduction				
• Focus of Project	5			
• Project Questions/Presenting Issues	5			
Project Review				
• Theory (Submitted Previously)	5			
• Literature Review (Submitted Previously)	5			
• Evaluation (Submitted Previously)	5			
• Reflection	15			
Conclusion				
• Lessons Learned	5			
• Practical Implications	5			
References and APA Style & Mechanics				
• Complete Reference Page	10			
• APA Style Guidelines Followed	10			
• Mechanics and Grammar	20			
Total	100			