

**Assurance of Student Learning  
2019-2020**

College of Health and Human Services

Applied Human Sciences

Master of Science in Child and Family Studies (489)

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*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:**

**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**

**Student Learning Outcome 2:**

**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**

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

From the 2018-2019 to the 2019-2020 Assessment of Student Learning Report, we saw an increase in students meeting Student Learning Outcome 1. One of the goals that we utilized over the 2019-2020 year was to implement an “apply the theory” section to the weekly assignments in FACS 550. The intention was to give students more frequent practice as interpreting and applying theories from the field of child and family studies. We are pleased with the results that increased from 73% of students in 2018-2019 to 100% of students in 2019-2020 achieving Student Learning Outcome 1. We do, however, feel that one semester of improvement is not enough to show consistency in meeting this goal. To aid in assessment, we decided to use an additional direct assessment that also focuses on applying theories, but in the context of a larger capstone project. We decided to use the “Theory” assignment from the FACS 580 Internship course for the next assessment cycle. Related to Student Learning Outcome 2, we again met goals and plan to informally survey students in FACS 580 during the 2020-2021 academic year to learn about their experiences with the FACS 580 courses as a whole and how it relates to the Student Learning Outcome. From the indirect data, we will evaluate direct ways to assess the learning outcome.

## Student Learning Outcome 1

<b>Student Learning Outcome 1</b>			
<b>Student Learning Outcome</b>	<b>Critique, interpret, and apply theory in child and family studies</b>		
<b>Measurement Instrument 1</b>	Direct: 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.”		
<b>Criteria for Student Success</b>	Students demonstrate knowledge about the application of theory throughout the semester in FACS 550 in smaller learning assignments. 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 success occurs when a student paper “meets expectations.” See the attached rubric, “Interview Paper Report Guidelines.”		
<b>Program Success Target for this Measurement</b>	70% students achieve “meets expectations” or higher	<b>Percent of Program Achieving Target</b>	100% of the students earned “meets expectations” or higher
<b>Methods</b>	Data was collected in FACS 550 during Fall 2019. The sample size was five students in the course, out of 12 active students in the program during the academic year. That equates to just over 40% of students in the program. Data was collected as a part of grading for the Interview Paper Assignment and was a part of the grading rubric. Of the sample, 100% of students performed at the levels of “meets expectations” or “exceeds expectations.”		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
From the 2018-2019 to the 2019-2020 Assessment of Student Learning Report, we saw an increase in students meeting Student Learning Outcome 1. One of the goals that we utilized over the 2019-2020 year as to implement an “apply the theory” section to the weekly assignments in FACS 550. The intention was to give students more frequent practice as interpreting and applying theories from the field of child and family studies. We are pleased with the results that increased from 73% of students in 2018-2019 to 100% of students in 2019-2020 achieving Student Learning Outcome 1. We do, however, feel that one semester of improvement is not enough to show consistency in meeting this goal. To aid in assessment, we decided to use an additional direct assessment that also focuses on applying theories, but in the context of a larger capstone project. We decided to use the “Theory” assignment from the FACS 580 Internship course.			
<b>Follow-Up</b> (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 2020 and the same assessment will be administered. Additionally, we will use a new direct assessment in FACS 580 taught in both the Fall 2020 and Spring 2021 semesters.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
We will assess this outcome again in Fall 2020 and Spring 2021, including the new direct assessment as mentioned above. Dr. West will be responsible for collection and providing data. He will coordinate with any other faculty who help teach FACS 580, if needed.			

## Student Learning Outcome 2

<b>Student Learning Outcome</b>	<b>Develop job specific programs of work and curriculum applicable to specific clients and employment</b>		
<b>Measurement Instrument 1</b>	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.”		
<b>Criteria for Student Success</b>	Students complete a project as part of 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 success occurs when a student paper “meets expectations.” See the included rubric, “Capstone Project Paper Assignment.”		
<b>Program Success Target for this Measurement</b>	80% students achieve “meets expectations” or higher	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Data was collected during Fall 2019 and Spring 2020 as part of the capstone paper assignment in FACS 580. A separate rubric was used to assess student learning separate from the project assignment. The sample consisted of 7 students. During the academic year, we had 12 active students in the program. This equates to 58% of the students in the program.		
<b>Actions</b> (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 2019 and spring 2020. For the second consecutive year, the student success rate was 100%. We did make the change after last year, to make Dr. West the instructor of record to provide consistency among the course. In order to further evaluate Student Learning Outcome 2, we previously discussed indirect measures, such as student surveys and information feedback. We did not implement these strategies last year.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
We will informally survey students in FACS 580 during the 2020-2021 academic year to learn about their experiences with the FACS 580 courses as a whole and how it relates to Student Learning Outcome. From the indirect data, we will evaluate direct ways to assess the learning outcome. We will include the findings and any developed direct measures in the 2021-2022 academic year.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
Student Learning Outcome 2 will be assess again at the end of the fall 2020 and spring 2021 semesters. We will also include the indirect measures as discussed above. FACS 580 will again be the primary sources of both the direct and indirect measures.			

Interview Paper Report Guidelines  
FACS 550

	Does not meet expectations	Meets expectations	Exceeds Expectations
<b>Identify and Describe Interviewee</b>			
<ul style="list-style-type: none"> <li>• Who did you interview?</li> <li>• How do you know them?</li> <li>• Why did you choose this person?</li> <li>• Where did you meet for interview?</li> <li>• When did the interview take place?</li> </ul>	3 or less questions are addressed	4 questions are addressed	All 5 questions are addressed
<b>Interpret and Apply Theory</b>			
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?	Discusses less than two ways that each theory explains key findings	Discusses 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)
<b>Title Page</b>				
<ul style="list-style-type: none"> <li>• Project description</li> </ul>	5			
<b>Abstract</b>				
<ul style="list-style-type: none"> <li>• Why was the topic chosen</li> </ul>	5			
<b>Introduction</b>				
<ul style="list-style-type: none"> <li>• Focus of Project</li> </ul>	5			
<ul style="list-style-type: none"> <li>• Project Questions/Presenting Issues</li> </ul>	5			
<b>Project Review</b>				
<ul style="list-style-type: none"> <li>• Theory (Submitted Previously)</li> </ul>	5			
<ul style="list-style-type: none"> <li>• Literature Review (Submitted Previously)</li> </ul>	5			
<ul style="list-style-type: none"> <li>• Evaluation (Submitted Previously)</li> </ul>	5			
<ul style="list-style-type: none"> <li>• Reflection</li> </ul>	15			
<b>Conclusion</b>				
<ul style="list-style-type: none"> <li>• Lessons Learned</li> </ul>	5			
<ul style="list-style-type: none"> <li>• Practical Implications</li> </ul>	5			
<b>References and APA Style &amp; Mechanics</b>				
<ul style="list-style-type: none"> <li>• Complete Reference Page</li> </ul>	10			
<ul style="list-style-type: none"> <li>• APA Style Guidelines Followed</li> </ul>	10			
<ul style="list-style-type: none"> <li>• Mechanics and Grammar</li> </ul>	20			
<b>Total</b>	<b>100</b>			