

## Cover Sheet for Assessment Plans

Directions: Please complete a separate cover sheet for each degree program (e.g., Associates – Doctorate). Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department head and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: School of Family Studies & Human Services

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): M.S., Family Life Education and Consultation

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.



Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.

Date of Endorsement:

01-November-2004

*W.H. Meredith*

Department Head's Signature

*8-20-05*

Date

College Dean's Signature  
(Required for Undergraduate Programs)

*R.M. Crump*

Dean of the Graduate School's Signature  
(Required for Graduate Degree Programs)

Date

*8/29/05*

Date

November 1, 2004: Assessment plans are to be sent to the respective Dean  
November 29, 2004: Relevant materials are to be sent from the Deans to the Provost

**Department:** School of Family Studies and Human Services

**Evaluative Rubric for Degree Program Assessment Plans**

**Degree Program Title:** MS Family Life Education and Consultation

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 8-16-2005

Decision (check one):

Revision Needed (*see first feedback section below*)

Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

All of the original questions raised by the committee appear to have been addressed. Thanks for helping see this through.

Degree Program  
Assessment of Student Learning Plan  
Kansas State University

- Check the box if your program's student learning objectives have been modified since November 2003. If so, please email the revised outcomes ([apr@ksu.edu](mailto:apr@ksu.edu)) or attach a hard copy to this document.

A. College, Department and Date of this Submission

College: Human Ecology  
Department: School of Family Studies & Human Services  
Date of Submission: 01-NOV-04

B. Contact Person(s) for the Assessment Plans

Karen Myers-Bowman, Associate Professor  
Walter A. Schumm, Professor  
Farrell J. Webb, Associate Professor

C. Program – degree, minor, or certification

M.S., Family Life Education/Consultation (FLEC)

D. Assessment of Student Learning Three-Year Plan

1. The standards used by the Family Life Education and Consultation masters degree are directly linked to the certification guidelines recommended by the National Council on Family Relations for Family Life Educators. Our unit will focus on the following three learning outcomes in our three-year assessment plan.
  - Students will demonstrate familiarity with contemporary conceptual directions in the field.
  - Students will reveal the ability to evaluate research in the family field to distinguish stronger from weaker studies. Recognize and determine the appropriateness of theoretical approaches used in family research and practice.
  - Students will demonstrate the ability to review, critique, and synthesize extant literature in general and in their specialty area.

Special rationale for selecting these learning outcomes

None

Relationship to K-State Student Learning Outcomes

University-Wide SLOs			
Program SLOs	Knowledge	Skills (Critical Thinking)	Attitudes and Professional Conduct
Ability to be familiar with the contemporary conceptual directions of the field.	X	X	X
Ability to evaluate research in the family field to distinguish stronger from weaker studies. Recognize and determine the appropriateness of theoretical approaches used in family research and practice.	X	X	
Ability to review, critique, and synthesize extant literature in general and in their specialty area.	X	X	X

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

Learning Outcomes	Measures			Who will be assessed?
	Direct	Indirect	Not Sure	
Ability to be familiar with the contemporary conceptual directions of the field.	Multi method - assignments in FSHS 888, FSHS 950, FSHS 850, FSHS 871. Faculty will assess assignments using a rubric specifically designed for assessment purposes.	Faculty review of student progress		All FLEC Master's students.
Ability to evaluate research in the family field to distinguish stronger from weaker studies. Recognize and determine the appropriateness of theoretical approaches used in family research and practice.	Completion of course papers and projects in FSHS 888. FSHS 852 and FSHS 850  Participation in subject area debate in FSHS 850.	Faculty Review of selected projects and papers		All FLEC Master's students
Ability to review, critique, and synthesize extant literature in general and in their specialty area	Faculty will assess Thesis/Report or Final Written Examination for Degree using a rubric specifically designed for assessment, FSHS 888 and FSHS 899 purposes			All FLEC Master's candidates.

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

Learning Outcomes	Timetable for Assessment Learning Outcomes			Baseline Created?
	2005	2006	2007	
Ability to be familiar with the contemporary conceptual directions of the field.	FSHS 888 (Assess) FSHS 871 (Assess)	Discuss (Spring) FSHS 890 (Assess)	Discuss (Fall)	No baseline, but will compare 2005 and 2006 data.
Ability to evaluate research in the family field to distinguish stronger from weaker studies. Recognize and determine the appropriateness of theoretical approaches used in family research and practice.		FSHS 852 (Assess) FSHS 888 (Assess) FSHS 890(Assess)	Discuss (Spring) Discuss (Spring) Discuss (Fall)	No baseline, but will compare 2006 and 2007 data.
Ability to review, critique, and synthesize extant literature in general and in their specialty area	FSHS 888 (Assess) FSHS 899 (Assess)	FSHS 888 (Assess) FSHS 899 (Assess)	FSHS 888 (Assess) FSHS 899 (Assess)	Develop three year baseline data to be assessed in 2007-2008.

4. What is the unit's process for using assessment results to improve student learning?

Learning Outcomes	Improvement Plans
Ability to be familiar with the contemporary conceptual directions of the field.	Faculty will discuss the results from the summary data of student performance as measured by each specific rubric; strengths and weaknesses will be identified. Improvements will be made in courses as needed. Following review, changes in the course content, texts, and personnel teaching the courses may be made in an effort to find the most appropriate balance and mix to enhance student learning.
Ability to evaluate research in the family field to distinguish stronger from weaker studies. Recognize and determine the appropriateness of theoretical approaches used in family research and practice.	Faculty will discuss the results and identify areas of strength and weakness. Improvements will be made in courses as needed. Following review, changes in the course content, texts, and personnel teaching the courses may be made in an effort to find the most appropriate balance and mix to enhance student learning.
Ability to review, critique, and synthesize extant literature in general and in their specialty area	By aggregating data across three years, the faculty will gain a better understanding of student knowledge. The faculty also will review the assessment measures to ensure that they accurately assess student knowledge.  The thesis/report features an on-going assessment process. Each student is offered an assessment of his/her performance both during and upon completion of the thesis/report. Accepted theses/reports are a matter of public record and are available for all to view.