

**Template
Degree Program
M.S. in Lifespan Human Development
Assessment of Student Learning Plan
Kansas State University**

MAR 23 2005

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

A. College, Department, and Date

College: HUMAN ECOLOGY
Department: FAMILY STUDIES AND HUMAN SERVICES
Date: October 27, 2004

B. Contact Person(s) for the Assessment Plans

Dr. Rick Scheidt & Dr. Bronwyn Fees, Co-Directors of Lifespan Human Development Unit

C. Degree Program

M.S. in Lifespan Human Development

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

- A. Understands theories of development from birth to later adulthood.
- B. Understands empirical research findings.
- C. Understands how development is shaped by diverse contexts and cultures.

Special rationale for selecting these learning outcomes (optional):

These outcomes are fundamental components of lifespan human development.

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Graduate Programs)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. Understands theories of development from birth to later adulthood	X			
2. Understands empirical research findings	X	X		
3. Understand how development is shaped by diverse contexts and cultures	X			

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

See tabular format on next page

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

See tabular format on next page

4. What is the unit's process for using assessment results to improve student learning?
[Briefly describe your process for using assessment data to improve student learning.]

See tabular format on next page

Assessment of Student Learning Outcomes
Lifespan Human Development
Graduate Program (M.S.)

Learning Outcomes	Measures		Who will be Assessed?	Timetable for Assessment	Baseline Created?	Improvement Plan
	Direct	Indirect				
1) Understands theories of development from birth to later adulthood.	<u>FSHS 810, 815</u> Students will write paper on topic Rubric will be used to evaluate understanding	<u>FSHS 810, 815</u> Student self-assessment of this learning outcome at the end of the semester	All lifespan human development M.S. graduate students enrolled in the course	Spring, 2005 thru Spring, 2007 = Assessment Standard Learning Outcomes Spring, 2008 = Assessment Performance Enhancements	2-year baseline data created Spring, 2005 thru Spring, 2007 ^a	^a Two years of data are necessary for baseline to allow larger student pool of lifespan students. In Spring 2007, lifespan faculty will meet to evaluate the data and assess learning performance. Pedagogical strategies for improving performance will be developed and installed where necessary and in place during 2007-2008 academic year. Efficacy of improvement strategies installed in courses during 2007-2008 academic year will be made in Spring, 2008.
2) Understands empirical research findings	<u>FSHS 810, 815</u> Students will write paper, rubric will be used to evaluate understanding <u>FSHS 845</u> Students will write reaction to series of empirically-oriented class presentations	<u>FSHS 810, 815, 845</u> Students self-assessment of this learning outcome at the end of the semester	All lifespan human development M.S. graduate students enrolled in the course	Spring, 2005 thru Spring, 2007 = Assessment Standard Learning Outcomes Spring, 2008 = Assessment Performance Enhancements	2-year baseline data created Spring, 2005 thru Spring, 2007 ^b	^b Two years of data are necessary for baseline to allow larger student pool of lifespan students. In Spring 2007, lifespan faculty will meet to evaluate the data and assess learning performance. Pedagogical strategies for improving performance will be developed and installed where necessary and in place during 2007-2008 academic year. Efficacy of improvement strategies installed in courses during 2007-2008 academic year will be made in Spring, 2008.
3) Understands how human development is shaped by diverse contexts and cultures	<u>FSHS 815</u> Students will complete website project targeting cultural diversity in parenting; rubric will be used <u>FSHS 845</u> Students will write reaction paper to presentation dealing with aging and culture.	<u>FSHS 815, 845</u> Students self-assessment of this learning outcome at the end of the semester	All lifespan human development M.S. graduate students enrolled in the course	Spring, 2005 thru Spring, 2007 = Assessment Standard Learning Outcomes Spring, 2008 = Assessment Performance Enhancements	2-year baseline data created Spring, 2005 thru Spring, 2007 ^c	^c Two years of data are necessary for baseline to allow larger student pool of lifespan students. In Spring 2007, lifespan faculty will meet to evaluate the data and assess learning performance. Pedagogical strategies for improving performance will be developed and installed where necessary and in place during 2007-2008 academic year. Efficacy of improvement strategies installed in courses during 2007-2008 academic year will be made in Spring, 2008.