

Degree Program  
Assessment of Student Learning Plan  
Kansas State University

FEB 17 2005

X 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

PhD., Human Ecology—Family Life Education and Consultation

D. Assessment of Student Learning Three-Year Plan

1. The standards used by the Family Life Education and Consultation doctoral degree are related to those recommended by the National Council on Family Relations for Family Life Educators. In addition to those standards, there are specific standards that we have established as essential for professionals working in the areas of Family Life Education and Family Studies & Human Services. These have been linked to following learning outcomes in our three-year assessment plan.
  - Students will demonstrate an ability to evaluate and create theoretical and conceptual frameworks.
  - Students will be familiar with the theoretical and empirical foundations of family studies.
  - Students will demonstrate the ability to conduct independent research.

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
Students will demonstrate an ability to evaluate and create theoretical and conceptual frameworks.	X	X	X
Students will be familiar with the theoretical and empirical foundations of family studies.	X	X	
Students will demonstrate the ability to conduct independent research.	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	
Students will demonstrate an ability to evaluate and create theoretical and conceptual frameworks.	Multi method - assignments in FSHS 950, FSHS 999. Faculty will assess assignments using a rubric specifically designed for assessment purposes.	Faculty review of selected projects and papers.		All FLEC PhD students.
Students will be familiar with the theoretical and empirical foundations of family studies.	Course papers and projects from FSHS 890, FSHS 950. Faculty will assess assignments using a rubric specifically designed for assessment purposes.	Use of theory and family approach in PhD preliminary proposal.		All FLEC PhD students
Students will demonstrate the ability to conduct independent research.	Faculty will assess the Dissertation using a rubric specifically designed for assessment purposes.			All FLEC PhD 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	
Students will demonstrate an ability to evaluate and create theoretical and conceptual frameworks.	FSHS 950 (Assess)	Discuss (Spring) FSHS 890 (Assess)	Discuss (Fall)	No baseline, but will compare 2005 and 2006 data.
Students will be familiar with the theoretical and empirical foundations of family studies.	FSHS 950 (Assess)	Discuss (Spring) FSHS 890 (Assess)	Discuss (Fall)	No baseline, but will compare 2006 and 2007 data.
Students will demonstrate the ability to conduct independent research.	FSHS 999 (Assess)	FSHS 999 (Assess)	FSHS 999 (Assess)	Data will be collected across all three years to create baseline..

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

Learning Outcomes	Improvement Plans
Students will demonstrate an ability to evaluate and create theoretical and conceptual frameworks.	Faculty will discuss the results and identify areas of strength and weakness. Improvements will be made depending upon the findings. In all cases, the intent of the assessment is to ensure that students have achieved the stated objective. Changes in specific courses or in the curriculum requirements may occur depending upon the results of the assessment.
Students will be familiar with the theoretical and empirical foundations of family studies.	Faculty will discuss the results and identify areas of strength and weakness. Improvements will be made depending upon the findings. In all cases, the intent of the assessment is to ensure that students have achieved the stated objective. Changes in specific courses or in the curriculum requirements may occur depending upon the results of the assessment.
Students will demonstrate the ability to conduct independent research.	The oral assessment immediately following the dissertation defense is the final improvement plan offered to the student by a committee of PhD degree holding graduate faculty members appointed by the Graduate School to engage in such a task. The intent of this assessment is to provide the candidate with useful comments, criticisms, and insights as to how to improve the final document before submission.  Accepted PhD dissertations are published, copyrighted, and made available to all who desire to view document. This availability signals the final stage of the process and opens the final product to public assessment.