

Name of the degree program: Family and Community Services

List of institutions involved in this degree program

Six institutions: Kansas State University, Michigan State University, Oklahoma State University, South Dakota State University, University of Nebraska-Lincoln, and the University of Missouri.

Name of current Assessment Coordinator, Program Faculty Chair, and program Liaison

Current AC - Charlotte Shoup Olsen, Kansas State University
Program Faculty Chair – Charlotte Shoup Olsen, Kansas State University
Program Liaison – Jay Trenhaile, South Dakota State University

Mission statement for the degree program

The Great Plains IDEA Family and Community Services master's degree prepares students for the development and implementation of public, private, and voluntary support service for individuals, families, and localities. The program prepares individuals to function in a variety of occupations promoting family life and family/community development.

List of at least 3-5 primary student learning outcomes (more may be listed)

Learning Outcome #1: Student will be able understand a research-based perspective on individual, family, interpersonal and community dynamics across the lifespan.

Learning Outcome #2 Student will have the knowledge and skills to design, implement, and sustain family and community service programs.

Learning Outcome #3 Student will have the knowledge and skills for leadership and management of family and community service programs.

For each learning outcome assessed during this cycle, report:

Opportunities students have to learn the student learning outcome #1: Student will be able understand a research-based perspective on individual, family, interpersonal and community dynamics across the lifespan.

Core courses that measure this learning outcome are: Crises Across the Lifespan, Foundations and Principles of Family and Community Services, Family Resource Management, Interpersonal Relationships, and the capstone assessment requirement at each university

Assessment method(s) implemented (Learning outcome #1)

.Assessments for each of these core courses have not been tabulated; however, two universities have reported the program capstone assessment rubric which inherently measures this learning outcome. Each university has its own capstone assessment requirement which is oral defense of an examination or oral defense of a final project (i.e. practicum portfolio).

Results from the assessment method (Learning outcome #1)

Michigan State University: five students have graduated and the students rated 80-90 out of 100 points possible on the program's capstone assessment rubric.
Kansas State University: two students have graduated and the students rated 3.284 for this specific learning outcome on a scale of 1-4 (4 meets standard of excellence).

Plans for sharing and using results (Learning outcome #1)

This information will be shared with GPIDEA and the FCS faculty and department heads from all six universities. A program-wide capstone assessment rubric is currently under discussion. A Qualtrics survey also has been suggested as a mechanism for each university to report the capstone assessment results.

For each learning outcome assessed during this cycle, report:

Opportunities students have to learn the student learning outcome #2: Student will have the knowledge and skills to design, implement, and sustain family and community service programs.

Core courses that measure this learning outcome are: Crises Across the Lifespan, Foundations and Principles of Family and Community Services, Family Dynamics, Lifespan Development, Resilience in Families, Parenting Education, Family Resource Management, Interpersonal Relationships, and the capstone assessment requirement at each university

Assessment method(s) implemented (Learning outcome #2)

.Assessments for each of these core courses have not been tabulated; however, two universities have reported their capstone assessment rubric which inherently measures this learning outcome. One requires a written report and the other university requires a practicum written portfolio.

Results from the assessment method (Learning outcome #2)

University of Missouri: five students have graduated and the students rated 80-90 out of 100 points possible on the capstone assessment rubric.

Kansas State University: five students have graduated and the students rated 3.8 for this specific learning outcome on a scale of 1-4 (4 meets standard of excellence)

Plans for sharing and using results (Learning outcome #2)

This information will be shared with GPIDEA and the FCS faculty and department heads from all six universities. A program-wide capstone assessment rubric is currently under discussion. A Qualtrics survey also has been suggested as a mechanism for each university to report the capstone assessment results.

Opportunities students have to learn the student learning outcome #3: Student will have the knowledge and skills for leadership and management of family and community service programs.

Core courses that measure this learning outcome are: Program Design, Implementation, and Evaluation, Program Administration and Management, Foundations and Principles of Family and Community Services, and the capstone assessment requirement at each university.

Assessment method(s) implemented (Learning outcome #3)

.Assessments for each of these core courses have not been tabulated; however, two universities have reported their capstone assessment rubric which inherently measures this learning outcome. One requires a written report and the other university requires a practicum written portfolio.

Results from the assessment method (Learning outcome #3)

University of Missouri: five students have graduated and the students rated 80-90 out of 100 points possible on the capstone assessment rubric.
Kansas State University: five students have graduated and the students rated 3.2 for this specific learning outcome on a scale of 1-4 (4 meets standard of excellence)

Plans for sharing and using results (Learning outcome #3)

This information will be shared with GPIDEA and the FCS faculty and department heads from all six universities. A program-wide capstone assessment rubric is currently under discussion. A Qualtrics survey also has been suggested as a mechanism for each university to report the capstone assessment results.