Mission / Purpose
The Master of Science in Child and Family Studies is a 37-hour, part-time fully online program designed for child and family professional who are interested in advancing their career opportunities through graduate education. The CFS MS program curriculum is built upon the foundation of family systems theory and emphasizes leadership, critical thinking skills and the connection between research and practice. Students learn the knowledge and skills necessary to promote quality of life and serve as effective advocates for children and families.

The program prepares graduates to work as advanced-level child and family professionals to improve the quality of life for children and families through careers in both public and private organizations, agencies and educational settings. Program graduates are also prepared to pursue advanced graduate work at the specialist and doctoral levels.

Because the program is fully online, it is available to students worldwide who wish to earn a master's degree without relocating or relinquishing current employment. Students can complete the program in two years (including summers).

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: CFS MS SLO 1: Professional Behaviors
Students will demonstrate behaviors necessary for success as an advanced level child and family professional.

Related Measures:

M 1: Practicum Site Supervisor Evaluation (Professional and Ethical Standards)
The practicum site supervisor will evaluate each student's ability to demonstrate professional and ethical behavior in the practicum setting. Section 1 (Professional and Ethical Standards) of the CFS-MS Practicum Evaluation by Site Supervisor Form is used to measure professional and ethical behaviors. There are 15 questions in this section. A 5-point scale is used (1=poor, 2=below average, 3=average, 4=above average, 5=excellent).
1. Present, punctual and prepared for professional activities.
2. Dependable in meeting professional obligations.
3. Demonstrates ethical behavior and maintains confidentiality.
4. Demonstrates professional competence.
5. Exhibits a professional appearance.
6. Follows directions/guidelines.
7. Responds constructively to evaluation and feedback.
8. Accurate and timely completion of assignments.
9. Complies with and is supportive of agency policies and procedures.
10. Performs job tasks with minimal supervision needed.
11. Accurate and timely record keeping.
12. Actively seeks opportunities for professional growth.
13. Understands his/her role and limitations as a practicum student.
14. Effectively fulfills job responsibilities with minimal supervision.
15. Consults with and receives approval from the site supervisor before implementing activities.

Source of Evidence: Field work, internship, or teaching evaluation
Target:
80% of students will achieve a mean composite score of 3.5 or greater on section 1 (Professional and Ethical Standards) of the Site Supervisor Final Practicum Evaluation form. This form is completed by the practicum site supervisor.

Findings (2013-2014) - Target: Met
Summer 2013, Fall 2013, Spring 2014 Online. 100% of students (n=8) achieved a mean composite score of 3.5 or greater (4.83/5.0) on Section 1 (Professional and Ethical Standards) of the Site Supervisor Final Practicum Evaluation Form.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

FAM 690 Practicum Measures
Established in Cycle: 2013-2014
A comprehensive review of the program over the past year has required the faculty to reconsider the measures that are tied to F...
**Findings (2013-2014) - Target: Met**
Summer 2013 Online. 83% of students (N=7) scored 80% or greater on the FAM 690 Philosophy of Professionalism Rubric.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**FAM 690 Practicum Measures**
*Established in Cycle: 2013-2014*
A comprehensive review of the program over the past year has required the faculty to re-consider the measures that are tied to F...

**SLO 2:CFS MS-SLO 2: Professional Development**
Students will participate in professional development activities and articulate a plan for life-long learning.

**Related Measures:**

**M 4: Practicum Site Supervisor Evaluation (Professional Development)**
The practicum site supervisor will evaluate each student’s ability to demonstrate professional development in the practicum setting. Section 3 (Professional Development) of the CFS-MS Practicum Evaluation by Site Supervisor Form is used to measure professional development. There are 5 questions in this section. A 5-point scale is used (1=poor, 2=below average, 3=average, 4=above average, 5=excellent).

1. Displays enthusiasm for chosen career path.
2. Recognizes personal strengths and seeks ways to enhance them.
3. Recognizes personal limitations and seeks ways to overcome them.
5. Is curious and willing to experiment with ideas and techniques.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
80% of students will achieve a mean composite score of 3.5 or greater on section 3 (Professional Development) of the Site Supervisor Final Practicum Evaluation form. There are 5 questions in this section. This form is completed by the practicum site supervisor.

**Findings (2013-2014) - Target: Met**
Summer 2013, Fall 2013, Spring 2014 Online. 100% of students (N=8) achieved a mean composite score of 3.5/5.0 or greater (4.7) on Section 3 (Professional Development) of the Practicum Site Supervisor Final Evaluation Form.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**FAM 690 Practicum Measures**
*Established in Cycle: 2013-2014*
A comprehensive review of the program over the past year has required the faculty to re-consider the measures that are tied to F...

**M 5: Membership in Professional Organizations**
In FAM 690, as a component of their Professional Development Plan, each student will submit documentation of membership in an acceptable national child and family professional organization, (i.e., National Council on Family Relations-NCFR; National Association for the Education of Young Child-NAEYC; Child Life Council-CLC).

Source of Evidence: Academic direct measure of learning - other
**Target:**
80% of students will provide documentation of professional membership in an acceptable national child and family professional organization.

**Findings (2013-2014) - Target: Met**
Fall 2013/Spring 2014 Online. 100% of all students F13/S14 (n=24) provided documentation of professional membership in an acceptable national child and family professional organization. Membership in Professional Organizations is now required in the orientation course FAM 500: Orientation to CFS MS.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Professional Organization Membership**
*Established in Cycle: 2013-2014*
During the program review process, several students shared with the External Reviewer some confusion regarding the purpose of jo...

**M 6: Professional Conference Participation**
In FAM 690, as a component of the Professional Development Plan, each student will submit documentation of participation in an acceptable state, regional or national conference for child and family professionals.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of students will provide documentation of participation in an acceptable state, regional or national conference for child and family professionals.

**Findings (2013-2014) - Target: Not Reported This Cycle**
No data yet. Students admitted Fall 2013 or later have two years in which to complete this requirement. Most students will complete this toward the end of the program.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Professional Conference Attendance**
*Established in Cycle: 2013-2014*
The CFS MS Program requires students to join a professional organization and to attend a professional conference prior to gradua...

**M 7: FAM 690: Professional Development Plan**
In FAM 690, each student will develop a Professional Development Plan that includes short and long term career goals, associated education and training requirements, and personality characteristics associated with success for the chosen profession. The Professional Development Plan rubric will be utilized to measure student performance.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
80% of students completing the assignment will score 80% or greater on the FAM 690 Professional Development Plan rubric.

**Findings (2013-2014) - Target: Met**
Summer 2013 Online. 100% of students (N=6) scored 80% or greater on the FAM 690 Professional Development Plan rubric.
Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

FAM 690 Practicum Measures
Established in Cycle: 2013-2014
A comprehensive review of the program over the past year has required the faculty to re-
consider the measures that are tied to F...

M 8: Exit Survey Questions 1 and 2 (Professional Development)
All students complete an anonymous departmental exit survey prior to graduation. A 4-point scale is used
on the graduate exit survey (1= strongly disagree, 2= disagree, 3=agree, and 4= strongly agree). Question 1
and 2 of the exit survey measure student's self evaluation of the importance of professional development.

Question 1: I consider life-long learning to be a vital component of professionalism.

Question 2: I understand the importance of belonging to a professional organization related to my career.

Source of Evidence: Exit interviews with grads/program completers

Target:
80% of students will report a mean composite score of 3 or greater on questions 1 and 2 of the
Online Master's in Child and Family Studies Graduate Exit Survey.

Findings (2013-2014) - Target: Met
Summer 2013, Fall 2013, Spring 2014 Online. 100% of students (N = 13) report a mean composite
score of 3 or greater (3.925) on questions 1 and 2 of the CFS MS Graduate Exit Survey.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Exit Survey Measures
Established in Cycle: 2013-2014
The program has experienced a change in leadership and teaching faculty in the past two years. Program faculty have engaged in a...

SLO 3: CFS MS-SLO 3: Advocacy
Students will demonstrate the knowledge and skills necessary to effectively advocate for children and families.

Related Measures:

M 9: Practicum Site Supervisor Evaluation (Advocacy)
The practicum site supervisor will evaluate each student's ability to demonstrate professional and ethical
behavior in the practicum setting. Section 5 (Advocacy) of the CFS-MS Practicum Evaluation by Site
Supervisor Form is used to measure professional and ethical behaviors. There are 3 questions in this
section. A 5-point scale is used (1=poor, 2=below average, 3=average, 4=above average, 5= excellent).
1. Appropriately advocates for population served.
2. Appropriately advocates for agency.
3. Appropriately advocates for profession.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
80% of students will achieve a mean composite score of 3.5 or greater on section 5 (Advocacy) of the Site
Supervisor Final Practicum Evaluation form. This form is completed by the practicum site
supervisor.

Findings (2013-2014) - Target: Met
Summer 2013, Fall 2013, Spring 2014 Online. 100% of students (N=8) achieved a mean composite
score of 3.5 or higher (4.9) on section 5 (Advocacy) of the Site Supervisor Final Practicum Evaluation.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

FAM 690 Practicum Measures
Established in Cycle: 2013-2014
A comprehensive review of the program over the past year has required the faculty to re-
consider the measures that are tied to F...

M 10:Research Policy Project (FAM 605)
In FAM 605, students will complete a Research Policy Project that consists of a research paper, policy brief and presentation. The research paper will be 15-20 pages in length. In this paper the student must articulate the integration of a family problem with a current family policy. From their research paper, students will develop a policy brief for legislators/policy makers. Students will present their policy briefs to the class and solicit feedback for improvement. The FAM 605 Research Policy Project rubric will be utilized to measure student performance.

Source of Evidence: Project, either individual or group

Target:
80% of students completing the assignment will score 80% or greater on the FAM 605 Research Policy Project rubric (research paper, policy brief and presentation).

Findings (2013-2014) - Target: Met
Fall 2013 not taught. Spring 2014 Online, 84.21% (n=16/19) scored 80% or higher in FAM 605 on the Family Impact Analysis Research Paper.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

FAM 605 Action Plan
Established in Cycle: 2012-2013
The target for this measure was not met. The CFS-MS Online faculty have begun a systemic review of the course curriculum and i...

FAM 605 Action Plan
Established in Cycle: 2013-2014
Although the required targets were met for FAM 605 in the Spring 2014, it has been determined that this is an advanced course th...

M 11:Exit Survey Questions 7, 8, 9
All students complete an anonymous departmental exit survey prior to graduation. A 4-point scale is used on the graduate exit survey (1= strongly disagree, 2= disagree, 3=agree, and 4= strongly agree).Questions 7, 8 and 9 of the exit survey measure student’s self evaluation of their ability to effectively advocate for children, families and communities.

Question 7: I am knowledgeable about how public policies impact families.

Question 8: I know how to advocate for children, families and child and family-related organizations.

Question 9: I can integrate my knowledge of theory and advocacy into professional practice.

Source of Evidence: Exit interviews with grads/program completers

Target:
80% of students will report a mean composite score of 3 or greater on questions 7, 8, and 9 of the
Online Master's in Child and Family Studies Graduate Exit Survey. A 4-point scale is used on the graduate exit survey (1= strongly disagree, 2= disagree, 3=agree, and 4= strongly agree).

**Findings (2013-2014) - Target: Met**
Summer 2013, Fall 2013, Spring 2014 Online. 100% of students (n=13) report a mean composite score of 3 or greater (3.66) on questions 7,8, and 9 on the Online CFS MS program exit survey.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Exit Survey Measures**
*Established in Cycle: 2013-2014*
The program has experienced a change in leadership and teaching faculty in the past two years. Program faculty have engaged in a...

**SLO 4:CFS MS-SLO 4: Culturally Competence**
Students will demonstrate cultural competence when designing and/or delivering family life education program materials for children and families.

**Related Measures:**

**M 12:Family Life Education Program (FAM 652)**
In FAM 652 students complete a Family Life Education Project where they design and present a culturally sensitive community-based educational program for couples throughout the lifespan. The FAM 652 Family Life Education Program rubric will be utilized to measure student performance.

Source of Evidence: Project, either individual or group

**Target:**
80% of students will score 80% or greater on the FAM 652 Family Life Education Program rubric.

**Findings (2013-2014) - Target: Met**
Fall 2013 Online. 100% of students (n = 16) scored 80% or higher on the FAM 652 Family Life Education Program as measured by the rubric. This class is not taught in Spring or Summer.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Family Life Education**
*Established in Cycle: 2013-2014*
Students are required to develop and implement a culturally appropriate Family Life Education (FLE) Program in FAM 652. However,...

**M 13:Adolescent Development Research Presentation (FAM 633)**
In FAM 633 students will create a presentation on adolescent development based on current research in family science. Students will select a specific developmental issue relevant to adolescence and present current research on the topic. Each presentation must examine the developmental stage and/or problem behavior from each level of the ecological model (micro, meso, exo, macro and chrono). The FAM 633 Adolescent Development Professional Research Presentation rubric will be utilized to measure student performance.

Source of Evidence: Presentation, either individual or group

**Target:**
80% of students will score 80% or greater on the FAM 633 Adolescent Development Professional Research Presentation rubric.
Findings (2013-2014) - Target: Met
Summer 2013 Online. 100% of students (n=10) scored 80% or higher on the FAM 633 Adolescent Development Presentation as measured by the rubric. This class was not taught in the Fall 2013 or Spring 2014.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

FAM 633 Adolescent Research Presentation Action Plan
Established in Cycle: 2013-2014
Student feedback indicates that more information on adolescent development is needed in this course. A review of the curriculum ...

M 14: Exit Survey Questions 11, 12 and 13
All students complete an anonymous departmental exit survey prior to graduation. A 4-point scale is used on the graduate exit survey (1= strongly disagree, 2= disagree, 3=agree, and 4= strongly agree). Questions 11, 12 and 13 of the exit survey measure student’s self evaluation of their ability to utilize and implement strategies to improve or assess identified needs of diverse populations.

Question 11: I can appropriately utilize culturally sensitive techniques to help couples and families improve their communication.
Question 12: I can implement culturally appropriate strategies to assess needs of children and families and communities.
Question 13: I can implement successful strategies to meet identified needs of diverse populations and family structures.

Source of Evidence: Exit interviews with grads/program completers

Target:
80% of students will report a mean composite score of 3 or greater on questions 11, 12 and 13 of the Online Master's in Child and Family Studies Graduate Exit Survey.

Findings (2013-2014) - Target: Met
Summer 2013, Fall 2013, Spring 2014 Online. 100% of students (N=13) reported a mean composite score of 3 or greater (3.64) on questions 11, 12, and 13 on the CFS MS Graduate Exit Survey.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Exit Survey Measures
Established in Cycle: 2013-2014
The program has experienced a change in leadership and teaching faculty in the past two years. Program faculty have engaged in a...

SLO 5: CFS MS-SLO 5: Application of Research and Theory
Students will utilize relevant research and theory to inform their work with children and families.

Related Measures:

M 15: Academic Supervisor Evaluation (Application of Research and Theory)
The academic supervisor will evaluate each student's ability to demonstrate the application of research and theory in the practicum setting. Section 2 (Knowledge and Skills) of the CFS-MS Practicum Evaluation by Academic Supervisor Form is used to measure the application of research and theory. There are 5 questions in this section. A 5-point scale is used (1=poor, 2=below average, 3=average, 4=above average, 5= excellent).
1) Applies theories and principles learned in the academic setting to practicum experience.
2) Demonstrates the use and understanding of systemic thinking.
3) Applies skills (communication, validation, creating safety, conflict resolution, active listening) in delivery of family and human services
4) Demonstrates realistic understanding of a family professional (responsibilities, challenges and rewards).
5) Utilizes relevant research to inform work with children and families.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
80% of students will achieve a mean composite score of 3.5 or greater on section 2 (Knowledge and Skills) of the Academic Supervisor Final Practicum Evaluation form. A 5-point scale is used (1=poor, 2=below average, 3=average, 4=above average, 5= excellent).

**Findings (2013-2014) - Target: Met**
Summer 2013 and Spring 2014 Online. 100% of students achieved a mean composite score of 3.5 or greater on section 2 (Knowledge and Skills) of the Academic Supervisor Final Practicum Evaluation form (n=8). Spring 2013 Online: 100% of students achieved a mean composite score of 3.5 or greater on section 2 (Knowledge and Skills) of the Academic Supervisor Final Practicum Evaluation form (n=8).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**FAM 690 Practicum Measures**
*Established in Cycle: 2013-2014*
A comprehensive review of the program over the past year has required the faculty to re-consider the measures that are tied to F...

**M 16: Integrative Project (FAM 650)**
In FAM 650, students will complete an Integrative Project that connects research and theory. Each student will select a topic that impacts contemporary families throughout the life cycle. Once a topic is selected, each student will prepare a professional presentation for the class that utilizes no less than 8 current articles from professional refereed journals. Students are also encouraged to utilized additional primary sources. The FAM 650 Integrative Project rubric will be utilized to measure student performance.

Source of Evidence: Project, either individual or group

**Target:**
80% of students will score 80% or greater on the FAM 650 Integrative Project rubric.

**Findings (2013-2014) - Target: Met**
Fall 2013 Online. 84.21% of the students (n=16/19) completing the Integrative Research Project in FAM 650 scored 80% or higher on the project as measured by the rubric.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**FAM 650 and CD 650 Action Plan**
*Established in Cycle: 2013-2014*
Students are successfully meeting the targets established in these courses. These courses serve as the program's introductory th...

**M 17: Research Project (CD 650)**
In CD 650, each student will choose a contemporary issue impacting children and families. Each student will choose a supplemental text and a minimum of 5 current empirical articles related to the topic. Each student will write a research paper that connects research and theory to practice. The CD 650 Research
Project rubric will be utilized to measure student performance.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
80% of students will score 80% or greater on the CD 650 Research Project rubric.

**Findings (2013-2014) - Target: Met**
Fall 2013. CD 650 Online. 100% of the students (n=16) scored 80% or higher on the CD 650 Research Project as measured by the rubric.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**FAM 650 and CD 650 Action Plan**
*Established in Cycle: 2013-2014*
Students are successfully meeting the targets established in these courses. These courses serve as the program's introductory th...

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**M 18:Exit Survey Questions 14, 15 and 16**
All students complete an anonymous departmental exit survey prior to graduation. A 4-point scale is used on the graduate exit survey (1= strongly disagree, 2= disagree, 3=agree, and 4= strongly agree). Questions 14, 15 and 16 of the exit survey measure student's self evaluation of their ability to apply research and theory to practice.

- Question 14: I can effectively integrate theoretical perspectives into my work with children and families.
- Question 15: I can identify solutions to problems at all levels of the ecological model.
- Question 16: I utilize research to inform my work with children and families.

Source of Evidence: Exit interviews with grads/program completers

**Target:**
80% of students will report a mean composite score of 3 or greater on questions 14, 15 and 16 of the Online Master's in Child and Family Studies Graduate Exit Survey.

**Findings (2013-2014) - Target: Met**
Summer 2013, Fall 2013, Spring 2014 Online. 100% of students (N=13) report a mean composite score of 3 or greater (3.64) on the online CFS MS program graduate exit survey.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Exit Survey Measures**
*Established in Cycle: 2013-2014*
The program has experienced a change in leadership and teaching faculty in the past two years. Program faculty have engaged in a...

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**SLO 6:CFS MS-SLO 6 (Professional Preparedness)**
Students are prepared for advanced level child and family employment or advanced graduate study.

**Related Measures:**

**M 19:Comprehensive Examination**
Each student in his or her final semester of coursework must complete a written comprehensive examination. Depending on the quality of the student's response, the student may pass, fail, or be asked to re-write sections of the exam.

Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
85% of students will pass the comprehensive examination. The comprehensive exam rubric will be utilized to measure student performance.

Findings (2013-2014) - Target: Met
Summer 2013, Fall 2013, Spring 2014 Online. 92% of students passed the comprehensive exam (n=13/14).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Comprehensive Exams Action Plan
Established in Cycle: 2013-2014
The CFS MS workgroup are reviewing the process for comprehensive exams to determine if the current process is meeting the desire...

M 20: Practicum Site Supervisor Evaluation (Professional Preparedness)
The practicum site supervisor will evaluate each student’s ability to demonstrate professional preparedness in the practicum setting. The mean score of the CFS-MS Practicum Evaluation by Site Supervisor Form is used to measure professional preparedness. The evaluation contains questions across 5 core areas: Professional and Ethical Standards, Professional Relationships, Professional Development, Professional Communication, and Advocacy. There are a total of 32 questions in the evaluation. A 5-point scale is used (1=poor, 2=below average, 3=average, 4=above average, 5= excellent).

Source of Evidence: Field work, internship, or teaching evaluation

Target:
80% of students will achieve a mean composite score of 3.5 or greater on the Practicum Site Supervisor Final Evaluation form. This form is completed by the practicum site supervisor.

Findings (2013-2014) - Target: Met
Summer 2013 and Spring 2014 Online. 100% of students (N=8) achieved a mean composite of 3.5 or greater on the Practicum Site Supervisor Final Evaluation form. No students were enrolled in practicum in Fall 2013.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

FAM 690 Practicum Measures
Established in Cycle: 2013-2014
A comprehensive review of the program over the past year has required the faculty to re-consider the measures that are tied to F...

M 21: Exit Survey Questions 3, 14 and 18
All students complete an anonymous departmental exit survey prior to graduation. A 4-point scale is used on the graduate exit survey (1= strongly disagree, 2= disagree, 3=agree, and 4= strongly agree). Questions 3, 14 and 18 of the exit survey measure student’s self evaluation of their professional preparedness.

Question 3: "I believe that I am prepared for an advanced level of employment or promotion within my field."

Question 14: "I can effectively integrate theoretical perspectives into my work with children and families."

Question 18: "I can effectively work with child and family issues across the lifespan."

Source of Evidence: Exit interviews with grads/program completers
Target:
80% of students will report a mean composite score of 3 or greater on questions 3, 14 and 18 of the Online Master's in Child and Family Studies Graduate Exit Survey.

Findings (2013-2014) - Target: Met
Summer 2013, Fall 2013, Spring 2014 Online. 100% of students (N = 13) report a mean composite score of 3 or greater (3.66/4.0) of the CFS MS Online Graduate Exit Survey.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Exit Survey Measures
Established in Cycle: 2013-2014
The program has experienced a change in leadership and teaching faculty in the past two years. Program faculty have engaged in a...

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 7:CFS MS Program Outcome
We are establishing a program outcome this cycle. We want to determine if obtaining this master’s degree will allow graduates to either obtain a position in his/her desired career (if not currently doing so) or if it will allow him/her to advance in their profession (if already working in desired field) in some capacity.

On the exit survey, students will now be asked to answer the following question on a scale of 1 - 4:
Obtaining this master’s degree will allow me to obtain a position in my desired career or will allow me to advance in my profession through a salary increase, promotion, an increase in responsibilities or other capacity.

Related Measures:

M 22:Exit Survey Question 20
All graduating students complete the CFS MS Exit Survey. To establish a program outcome, we have added an additional question. It reads: Obtaining this master’s degree will allow me to obtain a position in my desired career or will allow me to advance in my profession through a salary increase, promotion, an increase in responsibilities or other capacity. Students will rank this on a scale of 1-4. 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

Source of Evidence: Exit interviews with grads/program completers

Target:
80% of students will report a mean composite score of 3 or greater on question 20 of the Online Master's in Child and Family Studies Graduate Exit Survey.

Findings (2013-2014) - Target: Not Reported This Cycle
This is a newly established outcome and there are no reported findings for this cycle.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

FAM 605 Action Plan
The target for this measure was not met. The CFS-MS Online faculty have begun a systemic review of the course curriculum and identified that students entering the CFS-MS program have limited experience writing research papers and using APA formatting. To better prepare students to meet expectations in FAM 605 and the overall graduate program, we are implementing an orientation course for Fall 2013. This course, FAM 500, Orientation to Child and Family Studies MS Online, was created to increase student success in graduate school and specifically, in the Child and Family Studies MS Online Program. In this course students will be introduced to expectations for the program and will participate in assignments that provide opportunities to practice APA formatting and complete
the Research and Scholarly Integrity Education (RSIE) training.

Furthermore, all written assignments will be set up as Turnitin assignments in Blackboard. Students will be able to submit their papers to Turnitin before the due date enabling them to receive feedback regarding grammar and sentence structure (GradeMark report) as well as feedback on plagiarism concerns (Originality report). Students who utilize this resource can make appropriate changes to their papers prior to the final due date.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Research Policy Project (FAM 605) | Outcome/Objective: CFS MS-SLO 3: Advocacy

Implementation Description: In Fall 2013, FAM 500 will be a required course for CFS-MS students. In Fall 2013 all writing assignments will be submitted to Blackboard using Turnitin.
Projected Completion Date: 05/18/2014
Responsible Person/Group: Program Director of CFS-MS program
Additional Resources Requested: No additional resources are needed.

Comprehensive Exams Action Plan
The CFS MS workgroup are reviewing the process for comprehensive exams to determine if the current process is meeting the desired outcome. Additionally, new questions are being developed and added to the test bank.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
- Measure: Comprehensive Examination | Outcome/Objective: CFS MS-SLO 6 (Professional Preparedness)

Implementation Description: A review of the comprehensive exam process is ongoing and will take time as the new program faculty become more familiar with the curriculum and have input into program development.
Projected Completion Date: 07/29/2016
Responsible Person/Group: CFS Workgroup
Additional Resources Requested: none

Exit Survey Measures
The program has experienced a change in leadership and teaching faculty in the past two years. Program faculty have engaged in a program review and have evaluated curriculum, student learning and program outcomes, and program management. As a result of this review, program changes will be implemented in the upcoming year and as so the exit survey will be modified to incorporate measures of the changes.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
- Measure: Exit Survey Questions 1 and 2 (Professional Development) | Outcome/Objective: CFS MS-SLO 2: Professional Development
- Measure: Exit Survey Questions 11, 12 and 13 | Outcome/Objective: CFS MS-SLO 4: Culturally Competent
- Measure: Exit Survey Questions 14, 15 and 16 | Outcome/Objective: CFS MS-SLO 5: Application of Research and Theory
- Measure: Exit Survey Questions 3, 14 and 18 | Outcome/Objective: CFS MS-SLO 6 (Professional Development)
Preparedness)

**Measure:** Exit Survey Questions 5 and 6  |  **Outcome/Objective:** CFS MS SLO 1: Professional Behaviors

**Measure:** Exit Survey Questions 7, 8, 9  |  **Outcome/Objective:** CFS MS-SLO 3: Advocacy

**Implementation Description:** The CFS MS workgroup will evaluate and revise the exit survey to accurately reflect the changes in curriculum, student learning and program outcomes, and program management.

**Projected Completion Date:** 05/29/2015

**Responsible Person/Group:** The program director and the CFS MS workgroup.

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**FAM 605 Action Plan**

Although the required targets were met for FAM 605 in the Spring 2014, it has been determined that this is an advanced course that should build upon previous coursework. It is currently offered in the spring of the 1st year before students have established sufficient theoretical foundations and skills to truly benefit from this course. By moving the course to the second year of study students will be better prepared to effectively engage in the advocacy process. It has also been determined that the advocacy project paper should be broken into smaller increments so that a draft of each section is completed separately and feedback is provided before the final paper is due.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Research Policy Project (FAM 605)  |  **Outcome/Objective:** CFS MS-SLO 3: Advocacy

**Implementation Description:** Dr. Williams will make needed changes in project requirements before course is offered again. Course sequencing will take effect in the next academic year.

**Projected Completion Date:** 05/29/2015

**Responsible Person/Group:** Department chair, program director, and CFS MS workgroup.

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**FAM 633 Adolescent Research Presentation Action Plan**

Student feedback indicates that more information on adolescent development is needed in this course. A review of the curriculum this past year has also revealed a limited emphasis on adolescent developmental tasks. Additionally, students are exposed to the ecological model in several courses. Students will continue to utilize the ecological model to contextually understand the adolescent in his/her environment but the adolescent research presentation will be modified to have more emphasis on adolescent developmental processes.

**Established in Cycle:** 2013-2014

**Implementation Status:** In-Progress

**Priority:** Low

**Relationships (Measure | Outcome/Objective):**

**Measure:** Adolescent Development Research Presentation (FAM 633)  |  **Outcome/Objective:** CFS MS-SLO 4: Culturally Competence

**Implementation Description:** The faculty member (Amanda Williams) currently teaching FAM 633 (summer 2014) has modified the assignment to better meet identified needs of students.

**Projected Completion Date:** 05/29/2015

**Responsible Person/Group:** Dr. Williams and CFS MS Workgroup

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**FAM 650 and CD 650 Action Plan**

Students are successfully meeting the targets established in these courses. These courses serve as the program's introductory theory classes as well as where students develop skills in accessing relevant research. As the program faculty continue to review the student learning outcomes and associated measures this year, these measures will also be reviewed in context of potential changes.
Established in Cycle: 2013-2014  
Implementation Status: Planned  
Priority: Low

Relationships (Measure | Outcome/Objective):
- **Measure**: Integrative Project (FAM 650) | **Outcome/Objective**: CFS MS-SLO 5: Application of Research and Theory
- **Measure**: Research Project (CD 650) | **Outcome/Objective**: CFS MS-SLO 5: Application of Research and Theory

Implementation Description: All student learning outcomes and associated measures will be evaluated this year.

Projected Completion Date: 05/29/2015
Responsible Person/Group: Program director and CFS MS Workgroup

Additional Resources Requested: none

FAM 690 Practicum Measures

A comprehensive review of the program over the past year has required the faculty to re-consider the measures that are tied to FAM 690 Practicum. In previous years, students completed 6 hours of practicum (250 contact hours) during their last semester in the program. However, this has proven to be quite burdensome to the CFS MS students, most of whom are working professionals with full-time careers. Additionally, they were required to complete the practicum at a site different from their place of employment. To better accommodate the needs of these students, alternative options have been developed. For example, students may substitute additional coursework for practicum hours, thus allowing them to broaden their knowledge base in areas of interest to them professionally. The consequence of this however, is that not all students participate in a practicum and do not receive site supervisor evaluations nor do they complete the philosophy of professionalism paper required in FAM 690. Students who complete a thesis are also not evaluated on these measures. These student learning outcomes are not being measured on all students. Over the next year, program faculty will be revising the student learning outcomes in order to be sure each student in the program is being appropriately assessed.

Established in Cycle: 2013-2014  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):
- **Measure**: Academic Supervisor Evaluation (Application of Research and Theory) | **Outcome/Objective**: CFS MS-SLO 5: Application of Research and Theory
- **Measure**: FAM 690: Professional Development Plan | **Outcome/Objective**: CFS MS-SLO 2: Professional Development
- **Measure**: Philosophy of Professionalism | **Outcome/Objective**: CFS MS SLO 1: Professional Behaviors
- **Measure**: Practicum Site Supervisor Evaluation (Advocacy) | **Outcome/Objective**: CFS MS-SLO 3: Advocacy
- **Measure**: Practicum Site Supervisor Evaluation (Professional and Ethical Standards) | **Outcome/Objective**: CFS MS SLO 1: Professional Behaviors
- **Measure**: Practicum Site Supervisor Evaluation (Professional Development) | **Outcome/Objective**: CFS MS-SLO 2: Professional Development
- **Measure**: Practicum Site Supervisor Evaluation (Professional Preparedness) | **Outcome/Objective**: CFS MS-SLO 6 (Professional Preparedness)

Implementation Description: CFS MS workgroup will review the curriculum and develop student learning outcomes that will apply to all students and develop a mechanism for ensuring appropriate assessment.

Projected Completion Date: 05/29/2015
Responsible Person/Group: Program director and CFS MS Workgroup
Family Life Education

Students are required to develop and implement a culturally appropriate Family Life Education (FLE) Program in FAM 652. However, it became clear in fall 2013 that students did not have sufficient exposure and training in the principles of FLE prior to entering this class. As a result, the instructor had to spend a great deal of class time providing education on the topic before the students could move forward. Faculty and students agreed a course in FLE is necessary to adequately prepare students to implement such programs with children, families, and communities. During the summer of 2014, a course is being developed and will be submitted to the department and college curriculum committees for approval in fall of 2014 with the goal of offering it in the spring of 2015. The measure for this will be attached to the new course and removed from FAM 652.

Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Family Life Education Program (FAM 652) | Outcome/Objective: CFS MS-SLO 4: Culturally Competence

Responsible Person/Group: Pat Sims
Additional Resources Requested: None. Currently students have a 6 hour practicum requirement which is difficult to complete in the time frame allotted. The new course will replace 3 hours of practicum.

Professional Conference Attendance

The CFS MS Program requires students to join a professional organization and to attend a professional conference prior to graduation. Students submit their membership certificate during FAM 500: Orientation to CFS MS Program. However, at this point there is no mechanism established to verify conference participation. Students will submit their conference attendance verification with their graduation materials thereby providing evidence of meeting this objective.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
  Measure: Professional Conference Participation | Outcome/Objective: CFS MS-SLO 2: Professional Development

Implementation Description: The CFS MS Student Handbook and CFS MS Success Site on Blackboard will be updated to reflect this requirement.
Projected Completion Date: 05/29/2015
Responsible Person/Group: Program Director
Additional Resources Requested: none

Professional Organization Membership

During the program review process, several students shared with the External Reviewer some confusion regarding the purpose of joining a professional organization and attending a professional conference as part of the program requirements. Concern over the cost was also expressed. When students are accepted into the program, their advisement letter notifies them of the additional expenses of joining a professional organization and attending a conference. During the first semester, students take FAM 500: Orientation to CFS MS where joining a professional organization is a requirement. Information is given to them about appropriate organizations and there is class discussion about the importance of one's professional identity. However, it appears more needs to be done based on the feedback from the site visit. Program faculty will enhance the introductory information in FAM 500 and thread information into other coursework to heighten student's awareness of the importance of ongoing professional development. Faculty will provide additional resources.
regarding student membership/conference fees; options students have for working at a conference in lieu of fees; and departmental support for students presenting at conferences. Faculty will also assist in identifying local, state, and regional conferences that will be more affordable for students.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
   Measure: Membership in Professional Organizations | Outcome/Objective: CFS MS-SLO 2: Professional Development

Implementation Description: The program director and CFS MS workgroup will incorporate additional resources and information into FAM 500: Orientation, the CFS MS Student Handbook, and the CFS MS Student Success site on Bb related to professional development.
Projected Completion Date: 05/29/2015
Responsible Person/Group: Program director and CFS MS Workgroup

Analysis Questions and Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
In 2012-2013, the program met 94% of its assessment measures. The only SLO not met was the FAM 605 Research Policy Project as 77% of students who completed the project (research paper, policy brief and presentation) scored 80% or greater on the rubric. However, in 2013-2014 84% of students scored 80% or higher on the FAM 605 Research Policy Project. The creation of FAM 500: Orientation to CFS MS Program is credited with assisting students in improved performance. In FAM 500, students were introduced to APA formatting, given feedback on short literature reviews, and taught how to navigate library services to find appropriate resources for graduate coursework. This course provided students with the foundation to successfully move into more advanced coursework within the program.

Overall the Child and Family Studies MS Program fully met (100%) of its targeted outcomes in 2013-2014 and program faculty are pleased with this outcome. Additionally, the program faculty engaged in a program review in 2014 and received very positive feedback from the external reviewer, Dr. Kate Rose. CFS MS Program faculty are committed to continuous assessment and improvement as recognized by Dr. Rose, who stated in her report, "Faculty are commended for their continual improvement practices and willingness to critically evaluate their program regularly to identify strengths and areas for improvement."

From the perspective of community-based child and family professionals, CFS MS students are well-prepared for professional practice. CFS MS students (n=8) engaging in a practicum experience excelled in all measured areas, averaging 4.83 on a 5 point scale. This is a particularly encouraging outcome as students are being evaluated by community professionals throughout the country and abroad. However, we also realized that not all students complete a practicum, with some choosing instead to take additional coursework or complete a thesis. As a result, not all students are assessed by some of the measures tied to the practicum experience. Nevertheless, exit surveys collected from all graduates in 2013-2014 (n=13) report a mean composite score of 3 or greater (3.66/4.0) on the measures related to professional preparedness suggesting all students feel prepared for professional practice.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
During AY 2013-2014, 100% of all measures were met. Based on assessments this year, program faculty have identified areas that need to be addressed. Although the required targets were met for FAM 605 in the spring 2014, it has been determined that this is an advanced course that should build upon previous coursework. It is currently offered in the spring of the 1st year before students have established sufficient theoretical foundations and skills to truly benefit from this course. By moving the course to the second year of study students will be better prepared to effectively engage in the advocacy process.
Furthermore, we recognized that students needed to be better prepared in Family Life Education (FLE) practices and principles prior entering FAM 652 where they are required to develop and implement a Family Life Education Program. Additionally, many students in the CFS MS program work in educational settings or are responsible for providing educational programs in community and/or agency settings. As a result of these factors, faculty are developing a new course to be offered in the first year of study that will introduce students to good pedagogical practices and prepare students to create and deliver family life education programs.

In completing the comprehensive review of the program over the past year faculty will need to re-consider the measures that are associated with FAM 690 Practicum. In previous years, students completed 6 hours of practicum (250 contact hours) during their last semester in the program. However, this has proven to be quite burdensome to the CFS MS students, most of whom are working professionals with full-time careers. Additionally, they were required to complete the practicum at a site different from their place of employment. To better accommodate the needs of these students, alternative options have been developed. For example, students may substitute additional coursework for practicum hours, thus allowing them to broaden their knowledge base in areas of interest to them professionally. The consequence of this however, is that not all students participate in a practicum and do not receive site supervisor evaluations nor do they complete the philosophy of professionalism paper required in FAM 690. Students who complete a thesis are also not evaluated on these measures. Over the next year, program faculty will be revising the student learning outcomes and associated measures in order to be sure each student in the program is being appropriately assessed.

Annual Report Section Responses

Program Summary
The CFS MS program is a 37 hour; fully online, part-time delivery program designed to reach working professionals interested in pursuing an advanced degree. The mission of the program is to prepare students for leadership positions in profit and nonprofit, private and public agencies, and organizations that serve diverse populations of children, families and communities. There is an emphasis on a systemic theoretical perspective that allows students to integrate theory, policy and practice to effectively conceptualize and address issues impacting contemporary families. The importance of professionalism, lifelong learning and scholarship are accentuated throughout the program. Graduates are equipped with the knowledge and skills necessary to improve the quality of life for children, families and communities or to pursue advanced graduate work at the specialist and doctoral levels.

Multiple indicators (program review process, external reviewer report, community based site-supervisors, faculty, and students) suggest the CFS MS program is academically strong and viable. As noted, in the external reviewer report (June 2014), “This is a program uniquely positioned for incredible impact and growth.” The program is at capacity and has the potential to double or triple its enrollment with additional resources. This is due to the dedication and hard-work of the program faculty who are open and responsive to feedback and continuously strive to improve the program. Although the program fully met its assessment measures, faculty are intentional about ongoing assessment and program modifications based on those assessments. As noted in other areas of this report, many initiatives were implemented in the past year and goals for future improvement have been identified as well.

Continuous Improvement Initiatives
In online classes, structure and consistency in program delivery mechanisms is highly valued by students. The Child and Family Studies MS workgroup met regularly over the past year to develop and implement strategies to assist students in navigating an online program. For example, in the past year, we created a standardized syllabus template that all faculty members utilize. Additionally, all classes start and end at the same time each week, the discussion board expectations are the same in each class, and assignments all due on Mondays at noon. In the past, individual faculty members had different course times, assignment due dates, and different rules for the discussion board, creating a great deal of confusion for students. Each course now has a 'coffee shop' section on the discussion board to provide students and faculty a centralized location to deliver class information and clarify questions. Standardizing this process has dramatically improved the ease students have in course navigation and understanding program expectations. Faculty also created additional evaluation processes (beyond end of semester student evaluations) to assist in making course corrections. Mid-term assessments have been utilized to
assess work-load, course objectives, textbooks and readings, clarity of assignments, faculty availability and responsiveness, and so on.

In the fall of 2013, a one-hour course (FAM 500) was implemented to provide students with an orientation process for successful completion of the program and to introduce them to the skills needed for graduate school. During the interview with current students and graduates, the external reviewer found that "students who had participated in the new orientation course reflected that it was a positive experience in terms of the knowledge gained and alumni and students farther along in their program expressed a desire to have taken such a course themselves." However, current students also expressed some concerns related to requirements to join a professional organization and attend a professional conference. As a result, a plan of action is being developed to better address those issues.

Student Learning Outcomes now contain both direct and indirect measures including: 1) a faculty measurement, such as an assignment rubric; 2) a student measurement, such as the graduate exit survey; and 3) an external measurement, such as the community-based practicum supervisor evaluation. Improvement initiatives associated with SLOs is ongoing. As noted earlier, adjustments will need to be made to the SLOs and associated measures to ensure all program students are being assessed on all measures. The CFS MS workgroup will meet monthly over the next academic year to evaluate this process and make appropriate changes.

**Closing the Loop**

Only one measure was not met in 2012-2013 related to FAM 605 and the faculty created an action plan to address this concern. A review of the action plan from last academic year was conducted and the action plan was successfully implemented and completed resulting in the program meeting 100% of all assessment measures in 2013-2014. The implementation of FAM 500: Orientation to CFS MS allowed students to be introduced to program expectations, develop skills in writing literature reviews and in APA formatted. All written assignments were set up as Turnitin assignments in Blackboard enabling student to submit their paper prior to the due date and receive feedback regarding grammar and sentence structure (GradeMark report) as well as feedback on plagiarism concerns (Originality report). Students completing FAM 500 were better prepared to meet the expectations for the FAM 605 Advocacy Research Policy Project as well as all other program assignments.

The program experienced multiple changes this year with the addition of a new program director and new teaching faculty, all of whom contribute fresh perspectives to improving and expanding the program. As a result, improvements were made in standardizing course policies and procedures; additional assessment processes were utilized; and new technologies were utilized. New action plans were created for the upcoming year to address gaps in the curriculum, sequencing of coursework, and to re-assess the SLOs currently in place along with the associated measures. Additionally, a program outcome was established this cycle to measure students view of how graduating from this program will benefit them professionally.