

M.S. in Family, Youth, and Community Sciences Academic Assessment Plan 2012-2013

College of Agricultural and Life Sciences
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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2012-2013 Academic Assessment Plan for M.S. in Family, Youth, and Community Sciences

College of Agricultural and Life Sciences

A. Mission

The Master of Science degree in Family, Youth and Community Sciences prepares students to conduct original research; plan, implement and evaluate programs; and develop policy to address problems and needs of contemporary families, youth and communities. The program and its specializations support the missions of the college and university to serve the nation's and state's critical needs by contributing to a well-qualified and broadly diverse citizenry, leadership and workforce through graduate education and to expand our understanding of the natural world, the intellect and the senses through graduate student research.

B. Student Learning Outcomes and Assessment Measures

SLO	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Use science-based research to analyze complex family, youth, or social problems, issues and needs.	1) Evaluation of the student's performance in their program of study by the supervisory committee using a faculty-developed rubric. 2) Evaluation of the student's thesis defense by the supervisory committee using a faculty-developed rubric.	Campus
Knowledge	Apply family, economic, or social theory and research to the analysis of policies and programs that affect families, youth and communities.	1) Evaluation of the student's performance in their program of study by the supervisory committee using a faculty-developed rubric. 2) Evaluation of the student's thesis defense by the supervisory committee using a faculty-developed rubric.	Campus

Skills	Analyze and assess the needs, issues and problems of families, youth and communities.	1) Successful defense of a thesis as judged by a supervisory committee using a faculty -developed rubric. 2) Preparation of one or more manuscripts or posters judged ready for submission as conference papers, journal articles, EDIS publications, training materials or project reports by the supervisory committee utilizing a faculty-developed rubric.	Campus
Skills	Develop, implement and analyze the impacts of policies, programs and organizations for families, youth and communities.	1) Successful defense of a thesis as judged by a supervisory committee using a faculty -developed rubric. 2) Preparation of one or more manuscripts or posters judged ready for submission as conference papers, journal articles, EDIS publications, training materials or project reports by the supervisory committee utilizing a faculty-developed rubric.	Campus
Professional Behavior	Interact with professional peers with honesty, ethical behavior, cultural sensitivity, and teamwork	1) Consistent adherence during the degree program to the UF Honor Code. 2) Observation by faculty of professional behavior during class activities, seminars, research work, thesis defense and participation in professional societies.	Campus

C. Research

Students are expected to produce a scholarly product in our department. Many students do this in the form of a thesis. The thesis requires the student to formulate a research question, conduct relevant background research, generate hypotheses, gather and analyze appropriate data, interpret and discuss findings, determine conclusions and implications. Students must submit a written thesis consistent with UF requirements, and pass an oral defense of their research.

However, some students elect to complete the non-thesis project option. This project can include curriculum development or some other product approved by the student's committee. Students that elect this option must also complete a written exam, which is created by the student's committee members. The exam should cover material from required courses and often is related to the project topic. Students are prepared for this through several of our required courses. All of our students are required to complete a graduate course in research design and a second course in research methods. Many students also elect to complete a course in program planning and evaluation. Students completing the project option take this course; others are encouraged to complete it as well.

As an additional note, most students are also expected as part of assistantships to work with their supervisor and prepare papers for conferences, journals, and also contribute to grant proposals. All students are expected to attempt dissemination of their scholarly activities.

D. Assessment Timeline

M.S. in Family, Youth, and Community Sciences

College of Agricultural and Life Sciences

Assessment SLOs	Program of Study Progress	Thesis Defense or Final Exam and Learning Outcomes Assessment	Manuscript or Poster Preparation	Annual Evaluation
Knowledge				
#1	X	X		
#2	X	X		
Skills				
#3		X	X	
#4		X	X	
Professional Behavior				
#5		X		X

E. Assessment Cycle

Assessment Cycle for:

M.S. in Family, Youth, and Community Sciences

College of Agricultural and Life Sciences

Analysis and Interpretation:

May-June annually

Program Modifications:

August 1 of each year

Dissemination:

September 1 of each year

SLOs	Year	12-13	13-14	14-15	15-16
Content Knowledge					
#1		X	X	X	X
#2		X	X	X	X
Skills					
#3		X	X	X	X
#4		X	X	X	X
Professional Behavior					
#5		X	X	X	X

F. Measurement Tools

Students pursuing a thesis will need to submit their proposal to their supervisory committee and successfully defend their proposal. The standard proposal is the first three chapters; the committee chair decides on the timing of the proposal meeting. The entire committee must approve the proposal; this is determined through committee discussion at the proposal meeting. Once the proposal is approved, the student then completes the research and must complete an oral defense of his/her thesis.

The type of project a non-thesis student may complete varies by student and supervisory committee; as a result the determination of such a project is more idiosyncratic. Students completing a project in lieu of a thesis must also complete a final exam, in written form. The exam addresses core subject matter and is assessed by the students' committee.

Whether a student completes a thesis or non-thesis project, his/her committee must also complete the following **Learning Outcomes Final Assessment**. This assessment is completed after a student's oral thesis defense is complete or after their final exam. This document must be completed and submitted to the Graduate Coordinator along with the paperwork submitted upon completion of the thesis defense or final exam.

Learning Outcomes Final Assessment – Family, Youth & Community Sciences

Evaluation by Graduate Supervisory Committee

Degree: Master of Science

Student: _____ Date _____

Knowledge Outcomes

Assess the degree to which the student can	Poor	Acceptable	Commendable
Use science-based research to analyze complex social problems, issues and needs			
Apply social theory and research to the analysis of policies and programs that affect families, youth and communities			

Comments:

Skills Outcomes

Assess the degree to which the student can	Poor	Acceptable	Commendable
Analyze and assess the needs, issues and problems of families, youth and communities.			
Develop, implement and analyze the impacts of policies, programs and organizations for families, youth and communities.			

Comments:

Professional Behavior

Assess the degree to which the student	Poor	Acceptable	Commendable
Interacts with professional peers with honesty, ethical behavior, cultural sensitivity, and teamwork			

Comments:

Member	Date

In addition, the Supervisory Committee Chair conducts annual reviews with each student and submits these assessments to the Graduate Student Services Coordinator, who shares with the Graduate Coordinator. These assessments are meant to help a committee chair and the student define and assess progress toward meeting the degree objectives. This annual review document is presented next.

Graduate Student Evaluation

Family, Youth & Community Sciences

Graduate Student:

Supervisory Committee Chair:

Degree Program:

M.S. Thesis _____

M.S. Non-Thesis _____

1 Poor

2 Needs Improvement

3 Satisfactory

4 Exceeds Expectations

5 Exemplary

	1	2	3	4	5
Is in full compliance with departmental, college and university deadlines and administrative requirements (e.g., committee formation filed and updated, petitions for credit transfers filed, signed approval form for proposal of thesis or non-thesis project on file prior to registering for credits to work on thesis or project, etc.)					
Has a current, updated plan of study on file that reflects courses taken to date and courses approved by the supervisory committee					
Enrolling in appropriate courses to meet degree requirements					
Making expected progress in thesis or non-thesis project					
Proactively communicating with advisor on a regular basis					
Maintaining acceptable academic standards of performance					
Complying with schedules and deadlines established by student and advisor					
Responding positively and in a timely fashion to advisor's guidance and suggestions for improvement					
Displaying professional behavior in class activities, seminars, research work, thesis defense and participation in professional societies.					

Advisor's Overall Evaluation

Poor	Needs Improvement	Satisfactory	Exceeds Expectations	Exemplary
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Advisor's Comments on Student's Performance

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Advisor's Instructions to Student to Correct Deficiencies

I have reviewed this evaluation of my performance.

Student Signature

Date

Student Comments

Advisor Signature

Date

Graduate Coordinator

Date

G. Assessment Oversight

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