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

**SLO 1: Discipline Knowledge**
Graduate students acquire advanced knowledge in the field of human development and family studies.

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Curriculum Maps

**Related Measures**

**M 1: Weekly Synthesis**
Students enrolled in HD 535 write weekly papers that require them to synthesize the findings of research reported in the assigned readings. Course embedded assessments (examinations) in HD 501, HD 525, HD 562, HD 576, and HD 602.

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

**M 2: Research Critique**
Graduate students enrolled in HD 501, HD 525, HD 535, HD 562, HD 576, HD 580, HD 602 present their critique of the research to classmates, and lead the class discussion on the limitations and directions for future research.

Source of Evidence: Academic direct measure of learning - other

**SLO 2: Application**
Graduate students apply newly acquired advanced knowledge and research findings to practice.

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Curriculum Maps

**Related Measures**

**M 3: Prepare Brochure**
HD 535 students critique the research on a topic in human development and use the findings to prepare a brochure for parents. Course embedded assessment in HD 535.

Source of Evidence: Academic direct measure of learning - other

**M 4: Services for Families**
Graduate students enrolled in HD 567, HD 568, HD 593 HD 667, HD 668 apply the advanced knowledge and research to planning counseling, psychoeducational, intervention, and prevention services to children and families. Graduate students enrolled in HD 593 and in HD 598 plan, implement, and evaluate prevention and intervention programs for children and families. Graduate students in HD 594 conduct formal evaluations or prevention and intervention for children and families. Course embedded assessments for HD 567, HD 568, HD 593, HD 594, HD 667, and HD 668. Internship supervisors, who are licensed by the American Association for Marriage and Family Therapists, closely supervise these internship experiences.

Source of Evidence: Academic direct measure of learning - other

**SLO 3: An Improvement Outcome Derived From their 2010-11 Assessment Findings**
Graduate students design a research project that involves formulating research questions, collecting and analyzing data, and drawing conclusions.

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**Related Measures**

**M 5: Thesis Research Project**
Graduate students enrolled in HD 599 design and conduct a thesis research project that is defended before a committee of Graduate Faculty members.

Source of Evidence: Senior thesis or culminating major project

**M 6: Research Conference**
Graduate students present their thesis research project ideas at the UA Graduate Research Conference, and possibly to regional, national, and international meetings.

Source of Evidence: Academic direct measure of learning - other

**M 7: Faculty Assistance**
Faculty will encourage more graduate students to submit their thesis findings for presentation at conference meetings and to prepare a manuscript that can be submitted for peer review and possible publication. The faculty have the “journal article” style thesis, which should make it easier to prepare students’ thesis documents for submission for peer review.
**SLO 4: Evaluations of Current Research**

Graduate students critically evaluate current research in child development and family studies and recommend future research.

**Related Measures**

- **M 8: Review of Research Literature**
  Graduate students enrolled in HD 501, HD 525, HD 535, HD 562, HD 576, HD 602 write a review of the research literature in which they critique a body of research in the area of child and family development and make recommendations for future research.
  
  Source of Evidence: Academic direct measure of learning - other

- **M 9: Presentation of Research Critique**
  Graduate students enrolled in HD 501, HD 525, HD 535, HD 562, HD 576, HD 580, HD 602 present their critique of the research to classmates, and lead the class discussion on the limitations and directions for future research.
  
  Source of Evidence: Presentation, either individual or group

**SLO 5: Demonstrate Knowledge regarding Professional Standards**

All graduate students demonstrate their knowledge of professional ethics in the practice of conducting research, and in practice within psychoeducational and clinical settings that serve children and families.

**Related Measures**

- **M 10: IRB Human Subjects Training**
  All graduate students will pass the IRB Human Subjects Training, which covers information about ethical conduct of researchers.
  
  Source of Evidence: Standardized test of subject matter knowledge

- **M 11: Practice**
  All graduate students enrolled in HD 567, HD 568, HD 667, and HD 668 will engage in ethical psychoeducational and clinical practice with children and families. Course embedded assessments for HD 567, HD 568, HD 667, and HD 668.
  
  Source of Evidence: Academic direct measure of learning - other

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

**OthOtcm 6: Program Outcome: High Level of Recognized Quality**

The program will improve and sustain a high level of recognized quality.

**Related Measures**

- **M 12: Approved Program Completion**
  National Council on Family Relations (NCFR), Academic Program Review, met criteria for Provisional Certified Family Life Educator (CLFE) designation, accredited in 2010, 5 year approval cycle, accredited through 2015. Students who matriculate through this approved program will not have to take the national exam for Certified Family Life Educator.
  
  Source of Evidence: Administrative measure - other

- **M 13: Licensure Application**
  Pass/Fail rate of graduate students who either complete licensure examination for Marriage and Family Therapist or who complete the Family Life Educator Certification Examination, which is administered by the National Council on Family Relations. In the past, 100% of students who applied for licensure were accepted, and 100% of students who completed the Family Life Educator Exam passed on first try.
  
  Source of Evidence: Administrative measure - other

- **M 14: Program Review**
  Modified Program Review Forms 2M and 4M (attached as word files in document management)
  
  Source of Evidence: Administrative measure - other

- **M 15: Publications and Grant Proposals**
  Departmental Annual Report listing publications and grant proposals authored by faculty members and graduate students.
  
  Source of Evidence: Administrative measure - other

**OthOtcm 7: Program Outcome: Optimal Program Enrollments and Degree Completion**

The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Related Measures**

- **M 16: Enrollment**
  In 2004, enrollment in the Master’s program was 35. In 2005, however, enrollment declined to 30 and remained relatively stable at that number until 2009. In 2009, enrollment increased to 36 students. Note enrollment rates each semester.
  
  Source of Evidence: Administrative measure - other

- **M 17: Degrees Awarded**
Between 2004 and 2009, the number of Master's degrees conferred per year has varied from a low of 6 to a high of 20. The most recent rate is 11 for 2009-2010. Note graduation rates per year.

Source of Evidence: Activity volume

OthOtcm 8: Program Outcome: Highly Valued by Program Graduates

The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 18: Graduate Alumni Survey Results
90% of HDFS Graduate Alumni will rate the graduate program in Human Development and Family Studies as “VERY HELPFUL” to “HELPFUL” in preparing them for the specific duties of their first job. (Survey of HDFS Graduate Alumni)

Source of Evidence: Alumni survey or tracking of alumni achievements

M 19: Alumni Responses
HDFS Graduate Alumni will report positive perceptions of the graduate program in terms of “Educating and training others,” “Appreciation of lifelong education,” “Understanding human systems theory and life course development,” “Valuing social diversity/cultural differences” “Knowledge/Skills organizing,” “Planning, meeting the needs of target audience,” “Interpersonal communication,” “Ethical, professional practice,” “Leadership,” “Building professional collaborations,” “Problem solving,” “Appreciation of lifelong education,” “The extent to which they were challenged by their graduate program,” “The set of courses within the graduate program,” “The quality of instruction,” “The accessibility of instructors,” “Quality of academic advising,” “Knowledge of faculty,” “Acceptance of students from diverse racial/ethnic backgrounds,” and “Quality of laboratory experience.” (Survey of HDFS Graduate Alumni)

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Graduate students apply newly acquired advanced knowledge and research findings to practice.

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Graduate students design a research project that involves formulating research questions, collecting and analyzing data, and drawing conclusions.

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Related Measures

M 5: Thesis Research Project
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Modified Program Review Forms 2M and 4M (attached as word files in document management)

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