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Assessment Plans for Student Learning Outcomes
Kansas State University

BY:.....

- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email the revised outcomes (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date of this Submission

College: Agriculture
Department: Communications
Date of Submission: Oct. 26, 2004

B. Contact Person(s) for the Assessment Plans

Steve Hill, shill@ksu.edu, 532-1140; Kris Boone, kboone@ksu.edu, 532-5804

C. Program – degree, minor, or certification

Bachelor of Science in Agricultural Communications and Journalism

D. Assessment Plans for the Student Learning Outcome(s) that will be addressed in the Next Three Years

1. Student Learning Outcome(s)

For our three-year assessment plan, our department will focus on student learning outcomes (3) and (4) from our set of eight outcomes adopted in the fall of 2004.

3. Students will demonstrate and apply excellent written, verbal, listening and visual communication skills.
4. Students will analyze and communicate effectively about major issues in applied science fields.

Special rationale for selecting these learning outcomes:

These are relatively more important outcomes in the curriculum.

The identified student learning outcomes in this assessment plan address the following University-wide Student Learning Outcomes (check all that apply):

- Knowledge Critical Thinking Communication Diversity
 Academic and Professional Integrity
 At this point in time, at least one of the selected learning outcomes is conceptually different from the university's learning outcomes (e.g., more specific to the program).

2. How will the learning outcome(s) be assessed? Who will be assessed?

- Demonstrate and apply excellent written, verbal, listening and visual communication skills:
 - The department will develop instruments for assessing performance on written, verbal, listening and visual communications skills and use it to assess the work of students in its junior-senior capstone (AGCOM 510) course. Students in this course design and carry out a strategic communications plan for a community client, and all students must utilize all four types of communications skills during this project as they carry out the plan and makes a formal written and oral presentation of the plan. Departmental faculty will use the assessment instruments to evaluate copies of each student’s course-project work (including written and visual materials, as well as appropriate documentation of their oral communication and listening skills). [Direct measures]
 - Exit interviews conducted with all graduating seniors will include appropriate items related to student opinions on their communications-skills improvement during their tenure in the ACJ program. [Indirect measure]

- Analyze and communicate effectively about major issues in applied science fields:
 - An instrument will be developed and applied to selected stories written by ACJ majors in AGCOM 410 Ag Student Magazine, a course required of all majors. The instrument will concentrate on the synthesis of information from applied science fields [Direct measure]
 - Exit interviews conducted with all graduating seniors will include appropriate items related to student opinions on their ability to analyze and communicate effectively about issues in applied science fields. [Indirect measure]

3. When will this outcome be assessed? When will the results of the assessment(s) be discussed?

Standards (Learning Outcomes)	Timetable for Assessment Learning Outcomes			Baseline Created?
	2005	2006	2007	
Demonstrate excellent written, verbal, visual and listening communications skills	AGCOM 510		AGCOM 510	Mid-2007 — Baseline created
	Senior Exit Interviews	Senior Exit Interviews	Senior Exit Interviews	Mid-2007 — Baseline created
Analyze and communicate about major issues in applied science fields	AGCOM 410	AGCOM 410	AGCOM 410	Mid-2007 — Baseline created
	Senior Exit Interviews	Senior Exit Interviews	Senior Exit Interviews	Mid-2007 — Baseline created

4. What is the unit's plan for improving students' learning?

For both learning outcomes chosen for assessment as part of this plan, data collection will begin in the spring of 2005. Beginning before the fall of 2005, our teaching faculty will gather for an annual teaching retreat, evaluate data gathered to date, review our initial assessment plans and begin exploring other assessment techniques. We will evaluate strengths and weaknesses of both graduates and the course and curriculum material, discussing potential changes in the way courses and curriculum are designed as we monitor both data and classroom performance. Our goal is for at least 80 percent of our students to meet the assessment criteria. We will also focus on developing other assessment techniques that complement our data collection and project-evaluation efforts.