

FEB 17 2005

**Template
Degree Program
Assessment of Student Learning Plan
Kansas State University**

BY:

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

A. College, Department, and Date

College: Agriculture
Department: Animal Sciences and Industry
Date: November 9, 2004

B. Contact Person(s) for the Assessment Plans

J. Ernest Minton, Professor, Graduate Program Director

C. Degree Program

MS in Animal Science

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

1. Advanced knowledge and understanding in an area of emphasis offered by the Graduate Faculty in the Department of Animal Sciences and Industry.
2. Competency in the collection, analyses and interpretation of data as it relates to the scholarship of their area of emphasis.
3. Competency in oral communication and scholarly writing in the form of a masters thesis or report.

Special rationale for selecting these learning outcomes (optional):

These outcomes will likely be the most accurate to track.

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

| Program SLOs | University-wide SLOs (Undergraduate Programs) | | | | | Program SLO is conceptually different from university SLOs |
|--------------|---|-------------------|---------------|-----------|-----------------------------------|--|
| | Knowledge | Critical Thinking | Communication | Diversity | Academic / Professional Integrity | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |

| Program SLOs | University-wide SLOs (Graduate Programs) | | | Program SLO is conceptually different from university SLOs |
|--|--|--------|------------------------------------|--|
| | Knowledge | Skills | Attitudes and Professional Conduct | |
| 1. Advanced knowledge and understanding. | X | | X | SLO is consistent with SLOs adopted by Graduate Council |
| 2. Competency in the collection, analyses and interpretation of data | X | X | X | SLO is consistent with SLOs adopted by Graduate Council |
| 3. Competency in oral communication and scholarly writing | X | X | X | SLO is consistent with SLOs adopted by Graduate Council |

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

SLO 1 (from table in Section D1 above) reflects the effectiveness of the student and the supervisory committee in selecting and completing appropriate supporting coursework and in designing and executing activities that will culminate in the thesis or report. These outcomes will be assessed **directly** by tracking the rate of successful completion of the oral defense, and **indirectly** by tracking time from admission to completion, retention and graduation rate, and placement at completion.

SLO 2 will be assessed **directly** by tracking the output of a final product. It is anticipated that 85 % of students will have at least one peer-reviewed manuscript developed from the thesis.

SLO 3 will be assessed **directly** by tracking participation and outcome of graded oral seminar presentations. It is anticipated that 85 % of students completing the thesis option will have presented an oral or poster abstract presentation at a national scientific conference.

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

As detailed below, our department will initiate a content-based database that incorporates outcomes to be assessed. This database will be initiated in January, 2005 and will be populated with students currently in progress in the degree program, as well as with applicants to the degree program. We should be able to summarize these data for calendar years 2005, 2006, and 2007 to share with faculty at first full faculty meetings of spring 2006, 2007, and 2008.

4. What is the unit's process for using assessment results to improve student learning?

Our department has initiated a comprehensive data collection process that is designed to track progress and milestones of our graduate students from application to graduation and career placement. We have incorporated outcome assessment fields into this database. The database will be initiated for students currently in the program and will include data for all new applicants beginning in January, 2005. The tentative plan is to summarize these data annually and across the three year assessment horizon. These data will be evaluated by the programs Graduate Activities Committee to identify program trends and identify areas that require attention for improvement. These data will be provided to all graduate faculty in the program for review and recommendation to the department head for addressing areas of concern. Because the data will be provided from a content-based database, they will be searchable by both individual graduate mentor and subdiscipline and therefore should be targetable to the appropriate groups or individuals for action. Thus, by the completion of the three year assessment horizon, these data should help the program prioritize areas of emphasis for the subsequent three year assessment cycle.