

Template
Degree Program
Assessment of Student Learning Plan
Kansas State University

Instructions:

This template is a suggested guideline for creating three-year plans to assess degree-level student learning outcomes. The order and format of the information does *not* need to follow the template exactly, however the four key sets of questions (D1-D4) do need to be addressed in the three-year assessment plan.

If your program has been successfully accredited within the last four years (2000-2001 academic year or after), and if your accreditation report includes sections that specifically address the information requested in questions 2 – 4 below, then you may attach those relevant sections in lieu of providing separate responses to these questions. Please attach only the relevant sections and be sure to indicate which section(s) of the accreditation report addresses each of the questions 2 – 4. Alternatively, you may cut and paste into the template information from your accreditation reports(s) that answers these questions.

Assessment information/data needs to actually be collected within the three-year span (2007, 2008, and 2009) covered by this first round of the assessment plans. Since not all of the accrediting agencies have incorporated assessment of student learning within their approval policies, only certain sections of your reports may be applicable.

If you have any questions, please contact the Office of Assessment at assessment@ksu.edu or 532-5712.

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A. College, Department, and Date

College: *Arts and Science*
Department: *History*
Date: *October, 2009*

<http://www.k-state.edu/history/academics/USLO.html>

B. Contact Person(s) for the Assessment Plans

Heather McCrea

C. Degree Program

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

a. List (or attach a list) all of the student learning outcomes for the program.

- 1.) The interpretation of different kinds of historical sources.
- 2.) The ability to understand and evaluate historical arguments.
- 3.) The skills necessary to conduct historical research.
- 4.) The skills necessary for the writing of history.
- 5.) Ethical standards for historians.

b. Identify outcomes that will be assessed in the first three years of the plan.

We are just now commencing a three-year cycle in which we will be establishing a baseline for the assessment of the two learning outcomes indicated in question #1.

Special rationale for selecting these learning outcomes (optional):

Assessment strategies are part of an ongoing conversation in our department. We have added a gateway course to our major that will help us in the future to chart student learning more effectively. We have already begun to streamline our work by consolidating the SLOs and focusing direct assessment methods toward one section of History 586. For the Spring 2010 report, we plan to develop a matrix outlining which course offerings in the department of history incorporate SLOs. We also plan to develop a rubric to simplify the process of direct

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assessment for instructors of 586. In the future, we plan to have more data to relay to CARC as we work to standardize our plan and develop assessment techniques.

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.				
2.				
3.				
4.				
5.				

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

*[Briefly describe the assessment tools, measures, or forms of evidence that will be utilized to demonstrate students' accomplishment of the learning outcomes selected in the three-year plan. Also indicate whether each measure is direct or indirect. If you are unsure, then write "Unsure of measurement type". There is an expectation that **half of the assessment methods/measures** will be direct measures of student learning (see **Measures, Rubrics, & Tools for Assessing Student Learning Outcomes** on the APR website for examples of direct and indirect measures).]*

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

[Briefly describe the timeframe over which your unit will conduct the assessment of the learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., year 1, year 2, and year 3), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with faculty, advisory boards, students, etc.)]

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

[Briefly describe your process for using assessment data to improve student learning.]