



RECEIVED

BY: .....

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April 18, 2005

TO: Charles Dodd, III  
Aerospace Studies

FROM: College Assessment Review Committee (CARC)

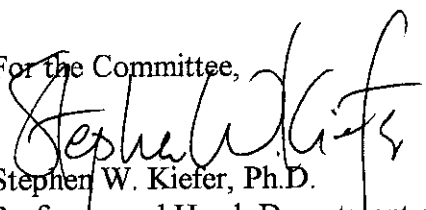
RE: Assessment Plan

The College Assessment Review Committee has examined your revised undergraduate assessment plan and it has been approved.

Please note that each department will be responsible for filing a progress report which will be due March 1, 2006 in the Dean's Office. As has been true throughout this process, the members of CARC (Stephen W. Kiefer, Psychology; Kathleen King, Art; Cia Verschelden, Women's Studies; Anne Phillips, English; and Kelly Liu, Geology) are willing to consult with your program on the assessment process.

If you have any questions, feel free to contact me.

For the Committee,

  
Stephen W. Kiefer, Ph.D.  
Professor and Head, Department of Psychology

cc: Dean Stephen White, College of Arts & Sciences  
Patricia Marsh, Planning and Assessment



Stephen E. White, Dean

4/29/05

Date



Department of  
Aerospace Studies  
108 Military Science Building  
Manhattan, KS 66506-2102  
785-532-6600  
Fax: 785-532-7049

February 11, 2005

TO: Arts & Science College Assessment Review Committee (CARC)

FROM: Charles M. Dodd, III, Colonel, USAF *MD*  
Professor of Aerospace Studies

RE: Aerospace Studies Assessment Plan

Attached is a revised copy of Aerospace Studies' Assessment Plan. We have incorporated the assessment leaders' recommendations to more closely focus the assessment and label leadership laboratory as a direct measure. We have not reduced the number of student learning outcomes, but have divided them up by core curriculum areas and placed them on a three year assessment rotation.

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

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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 (2005, 2006, and 2007) 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 Assessment and Program Review Office at [apr@ksu.edu](mailto:apr@ksu.edu) or 532-5712.

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

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

**A. College, Department, and Date**

College: Arts and Science  
Department: Aerospace Studies  
Date: 12 Nov 04

**B. Contact Person(s) for the Assessment Plans**

Col Charles M. Dodd III	Professor of Aerospace Studies	2-6600
Capt Kurt D. Skinner	Assistant Professor of Aerospace Studies	2-6600
Capt Shane L. Kinkaid	Assistant Professor of Aerospace Studies	2-6600

**C. Degree Program**

Not a degree program. Commissioning program for the U.S. Air Force.

**D. Assessment of Student Learning Three-Year Plan**

**NOTE: Student Learning Outcomes for Air Force Reserve Officer Training Corps (AFROTC) are Headquarters AFROTC directed. We are not allowed, at the university level, to alter headquarters directed student learning outcomes. However, we can add to and supplement student learning outcomes.**

**1. Student Learning Outcome(s)**

AFROTC commissioning education is a structured program of professional education and training designed to prepare an individual for service as an Air Force officer. AFROTC commissioning education serves as a foundation for the individual's continued professional development. There are five core curriculum areas in AFROTC:

- Profession of Arms
- Leadership Studies
- Military Studies
- International Security Studies
- Communication Studies

Each core curriculum area contains student learning outcomes. To focus our assessment, we will conduct an in-depth assessment of one to two core curriculum areas per year. Each core curriculum area will be reassessed on a three-year rotational basis. Listed below is the assessment rotation for the next three academic years:

<u>Academic Year</u>	<u>Assessment Area</u>
AY04/05	Profession of Arms
AY05/06	Leadership Studies
	Military Studies
AY06/07	International Security Studies
	Communication Studies

### *Profession Of Arms Core Area*

The central focus of the profession of arms is warfighting, which includes roles and missions, force structure, joint operations, core competencies, tactics, space, and information warfare among others. The profession of arms also embraces officership, core values, roles and responsibilities, discipline, morals and ethics, dress and grooming, oath of office, drill and ceremonies, customs and courtesies, accountability, and security awareness.

#### STUDENT LEARNING OUTCOME #1

Comprehend selected elements of current US Air Force forces, doctrine, and employment capabilities.

##### *Curriculum Topics:*

- USAF Mission/Organization/Total Force/Functions
- Aerospace Doctrine and Employment Concept
  - Core Competencies
  - Tenets
  - Doctrine/Planning
  - Weapon Systems Capabilities
  - Space Operations
  - Joint Forces Air Component Commander (JFACC)
  - Information Operations
  - Multinational Operations
  - Military Operations Other Than War (MOOTW)

#### STUDENT LEARNING OUTCOME #2

Comprehend selected elements of other current US military forces, doctrine, and employment capabilities.

##### *Curriculum Topics:*

- DOD Component Organization/Missions
  - JCS and Unified Commands
  - Other Military Service/DOD Agencies
- Doctrine and Employment Concepts – Individual Services, Joint, Combined
  - Doctrine/Planning
  - Weapons Systems Employment Capabilities

#### STUDENT LEARNING OUTCOME #3

Comprehend the unique aspects of the military as a profession.

*Curriculum Topics:*

- Characteristics of Officership
- The Constitution and Oath of Office
- Code of Conduct
- The Military as a Unique Profession
- The Military and Society
- Professional Relationships
- Contemporary Issues

STUDENT LEARNING OUTCOME #4

Apply Air Force standards.

*Curriculum Topics:*

- Air Force Dress and Grooming Standards
- Air Force Standards of Conduct and Discipline
- Air Force Weight and Fitness Standards

STUDENT LEARNING OUTCOME #5

Apply proficiency in military customs, courtesies, and ceremonies.

*Curriculum Topics:*

- Air Force Customs and Courtesies
- Military Etiquette and Decorum
- Drill and Ceremonies

STUDENT LEARNING OUTCOME #6

Know the organization's role and the individual's responsibility in support of human relations programs.

*Curriculum Topics:*

- Human Relations
  - Drug and Alcohol/Substance Abuse Policies
  - Equal Opportunity and Treatment (e.g., Sexual Harassment, Diversity, Gender/Minority Issues, Consequences of Discrimination)
  - Suicide Prevention

STUDENT LEARNING OUTCOME #7

Know the organizational role and the individual's responsibility in support of current selected Air Force programs.

*Curriculum Topics:*

- Air Force Security Program
- Air Force Safety Program
- Air Force Public Affairs
- Air Force Entitlements
- Fraud, Waste, and Abuse Program

STUDENT LEARNING OUTCOME #8

Apply the principles and comprehend the benefits of proper physical conditioning, nutrition, and additional lifetime wellness factors.

*Curriculum Topics:*

- Physical Conditioning Benefits
- Contemporary Health Issues

STUDENT LEARNING OUTCOME # 9

Last revised 11/02/05

Know selected provisions of the Military Justice System as they relate to responsibilities of the military officer.

*Curriculum Topics:*

- Military Justice
- Maintaining Discipline

STUDENT LEARNING OUTCOME # 10

Know selected aspects of the Air Force Personnel Management System.

*Curriculum Topics:*

- Air Force Personnel System
- Base-level Personnel Functions
- Selection Boards
- Evaluation Systems
- Civilian Personnel System
- Assignments Process
- Officer Professional Development
- Force Structure

STUDENT LEARNING OUTCOME # 11

Know the structure and functions of wing/base organizations.

*Curriculum Topics:*

- Organizational Structure
- Base Services and Activities

Profession of Arms SLOs	University-wide SLOs (Undergraduate Programs)					Program SLO is conceptually different from university SLOs
	Knowledge	Critical Thinking	Communication	Diversity	Academic / Professional Integrity	
1.	X					
2.	X					
3.	X			X	X	
4.	X					
5.	X	X	X		X	
6.	X			X	X	
7.	X				X	
8.						X
9.	X				X	
10.	X					
11.	X					

*Leadership Studies Core Area*

The Leadership Studies area is designed to prepare new officers to apply principles and concepts of leadership in the Air Force.

STUDENT LEARNING OUTCOME #1

Comprehend selected concepts, principles, and approaches of leadership as applied in the Air Force.

*Curriculum Topics:*

- Air Force Core Values
- Ethics
- Leadership Approaches (e.g., Trait, Contingency, Situational, Transformational)
- Leadership Styles
- Functions of Management
- Positive Motivational Model/Mutual Respect Model
- Power/Authority

#### STUDENT LEARNING OUTCOME #2

Apply selected individual leadership skills and personal strengths in an Air Force environment.

##### *Curriculum Topics:*

- Setting/Enforcing Standards
- Goal Setting/Achievement
- Problem Solving
- Responsibility/Accountability
- Time Management
- Motivational Techniques
- Self-Assessment/Self-Concept
- Personal Skills Development
- Interpersonal Relations/Skills
- Counseling
- Disciplining
- Corrective Supervision
- Training/Teaching/Coaching Techniques
- Feedback (Positive and Negative)
- Delegating/Empowering
- Stress Management
- Promoting and Managing Diversity
- Mentoring
- Reading Others
- Short-Term/Long-Term Planning
- Providing Consequences (Positive/Negative)
- Compassion for others in peace and war

#### STUDENT LEARNING OUTCOME #3

Comprehend the duties and responsibilities of followership.

##### *Curriculum Topics:*

- Relationship between leadership and followership
- Chain of Command
- Selling your ideas
- Working with constraints
- Responsible disagreement

#### STUDENT LEARNING OUTCOME #4

Apply group/team dynamics and processes as the leader and member.

##### *Curriculum Topics:*

- Group/Team Leadership Behavior
- Group/Team Decision-Making Process
- Formal Authority/Relationships
- Intergroup/Team Dynamics
- Group/Team Development (e.g., Drill & Ceremonies)

- Group/Team Building
- Human Relations
- Getting and Giving Information
- Informal Authority/Power
- Change Dynamics

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

*Military Studies Core Area*

This core area embraces general military history, history of the Air Force and air and space power, military theory, doctrine, and the impact of technology on warfare.

**STUDENT LEARNING OUTCOME #1:**

Comprehend key historical relationships between events and personalities in the development of military concepts, doctrines, strategies, and the profession of arms.

*Curriculum Topics:*

- Military History
  - Air Force Heritage/History
  - Great Leaders
- Military Thought
  - Theorists
  - Schools/Approaches to Strategy
  - Principles of War
  - Doctrinal Development
  - Technology
- Nature of Conflict
  - Spectrum of Conflict
  - Impact on Society/Warrior
  - Law of Armed Conflict
  - Impact of Armed Conflict
  - Impact of Technology
  - Causes of War

Military Studies SLOs	University-wide SLOs (Undergraduate Programs)					Program SLO is conceptually different from university SLOs
	Knowledge	Critical Thinking	Communication	Diversity	Academic / Professional Integrity	
1.	X	X				

*International Security Studies Core Area*

The International Security Studies area is designed so new Air Force officers understand the national security policy process of the United States and the factors that affect the use of the elements of national power to maintain our country's national security interests throughout the world.

**STUDENT LEARNING OUTCOME #1**

Comprehend how selected elements of the United States government function in terms of the national security policy process.

*Curriculum Topics:*

- National Security Process
  - National Objectives
  - Elements/Actors
    - Domestic
    - Foreign
  - Policy Planning
    - Planning
    - Executing
- National Security Policy
  - Past to Present
  - Current Issues

**STUDENT LEARNING OUTCOME #2**

Comprehend selected national and international determinants and constraints that influence the use of national power.

*Curriculum Topics:*

- National Power
  - The Nation-State
  - Instruments of National Power
    - Factors/Actors
    - Influence of the Media
- International System
  - International Agencies
  - Non-governmental Organizations
  - Responding to Threats/Contingencies
- Regional Studies
  - Alliances
  - Current Threats/Issues (e.g., Proliferation of Weapons of Mass Destruction, Regional Instabilities, Terrorism)

International Security Studies SLOs	University-wide SLOs (Undergraduate Programs)					Program SLO is conceptually different from university SLOs
	Knowledge	Critical Thinking	Communication	Diversity	Academic / Professional Integrity	
1.	X	X				
2.	X	X				

***Communication Studies Core Area***

The Communication Studies area is designed to prepare new officers to communicate effectively.

#### STUDENT LEARNING OUTCOME #1

Comprehend effective communication principles.

*Curriculum Topics:*

- Communication Foundations
  - Clear, Concise, Correct Communication
  - Barriers
  - Listening (Sensing, Interpreting, Evaluating, Responding)
  - Non-Verbal
- Organizing to Communicate
  - Logical Thinking
  - Purpose (e.g., Inform, Persuade, Advocate, Direct)
  - Analyze Audience
  - Research (e.g., Sources and Types of Support Material)
- Protocol and Etiquette (email, fax, phone, etc.)

#### STUDENT LEARNING OUTCOME #2

Apply effective listening principles to interpret ideas effectively and efficiently using appropriate techniques.

*Curriculum Topics:*

- Organizing to Listen (Preparing Physically and Mentally)
  - Determine the setting
  - Consider the audience and speaker
- Listening Techniques
  - Note-taking (Comprehensive vs. Analytical)
  - Reporting
  - Seeking Feedback
- Removing Barriers
  - Judgment/Prejudice

#### STUDENT LEARNING OUTCOME #3

Apply effective speaking principles to express ideas clearly & concisely using an appropriate style.

*Curriculum Topics:*

- Organizing to Speak: Preparing (Physical/Mental)
  - Determine Purpose (e.g., Inform, Persuade, Advocate, Direct)
  - Analyze Audience
  - Research
- Military Briefing Style
  - Impromptu
  - Extemporaneous
  - Manuscript
- Delivery Techniques (e.g., Eye Contact, Gestures, Purposeful Movement, Use of Voice, Use of Notes, Visual Aids)

#### STUDENT LEARNING OUTCOME #4

Apply effective writing principles to express ideas clearly and concisely using an appropriate format and medium.

*Curriculum Topics:*

- Organizing to Write
  - Determine Purpose (e.g., Inform, Persuade, Advocate, Direct)
  - Analyze Audience

- Research
- Contemporary Style
  - Reader-Centered
  - Personal Pronouns
  - Word Usage
  - Active Voice
  - Contractions
- Mechanical Competence
  - Correct Spelling
  - Grammar/Syntax
  - Punctuation
- Military Correspondence
  - Letters and Memoranda
  - Staff Summary Sheets
  - Talkers
  - Recognition
  - Appraisals (e.g., Performance Reports, Performance Feedback Worksheet)

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

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

The Aerospace Studies staff uses a variety on methods to assess student learning outcomes. The three main assessment venues are academic testing, performance in leadership laboratory, and physical fitness testing.

Knowledge and critical thinking are assessed through semester mid-term and end-of-term testing. All year groups of students are tested. All test questions are directly tied to student learning outcomes (samples of behavior) identified in each course syllabus. This is a *direct* measure.

AFROTC students participate in a weekly leadership laboratory. The laboratory is student run (monitored by the staff) and allows cadets to learn and demonstrate leadership, communication skills, and professional integrity. The leadership laboratory includes guest speakers, academic lectures, and group leadership projects. This is a *direct* measure.

All cadets are required to complete a physical fitness assessment each semester. This is a *direct* measure.

All members of the AFROTC Cadet Wing are included in our on-going assessment.

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

The AFROTC staff uses an on-going assessment process to determine if student learning outcomes are being met. In addition to in-house testing, all cadets attend summer field training during one of their summers in the program. At summer field training, cadets are evaluated and ranked against cadets from universities across the country.

After each semester the staff gathers data on GPA, fitness testing scores, civil involvements, enrollment, ranking at summer field training, and field training awards. This data is used for trend analysis to ensure our students are meeting student learning outcome expectations and that the program is trending in the right direction.

The staff will conduct an ISEP workshop prior to the start of the academic year to assess the previous year's core curriculum focus area(s) results (see paragraph 4)

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

The AFROTC staff uses an In-Service Education Program (ISEP) to assess and improve student learning. A variety of ISEP meetings are held throughout the year to improve instructor teaching ability, with the expectation that we, in-turn, will improve student learning. During a typical year, for example the 04-05 academic year, a total of 18 ISEP sessions are scheduled. A sampling of topics includes:

- Review the previous year for lessons learned to change and improve upon for the next academic year.
- Discuss the outlook for each year group of students.
- Discuss testing methods and materials.
- Review grading techniques.
- Review lessons learned from the first semester.
- Review end-of-course critique/survey requirements.

Prior to the start of the academic year we will hold an ISEP workshop to analyze the previous year's academic, leadership, fitness, and summer training results. This ISEP workshop will focus on core curriculum area(s) identified in paragraph 1; i.e. the August 2005 ISEP workshop will focus on Profession of Arms. Results from the workshop will be incorporated into the new academic year's academic and training plans.

The ISEP is a solid process to continually assess student learning. However, we are not authorized to change headquarters directed students learning outcomes, but we can improve how well our students learn these directed outcomes.

<b>Assessment Plan Elements</b>	<b>Very Good 4</b>	<b>Acceptable 3</b>	<b>Developing 2</b>	<b>Undeveloped 1</b>	<b>Score For Each Element</b>
<i>Student learning outcomes</i>	<b>At least two SLO's are clearly stated using the proper format.</b>	At least two SLO's are stated but with some lack of clarity.	SLO's are stated but unclear regarding one or more critical aspects.	SLO's are not stated in an acceptable format.	4
<i>Assessment method for each outcome</i>	Multiple assessment measures are identified for each outcome.	<b>At least one assessment measure is identified for each outcome.</b>	Assessment measures are identified for some outcomes.	Assessment methods are not identified or inadequately described.	4
<i>One-half or more of the methods are direct measures</i>	<b>At least one-half of assessment measures are direct.</b>			Fewer than one-half of the measures are direct measures.	4
<i>Groups to be included</i>	Groups are clearly identified.		Not clear.	<b>Groups are not identified.</b>	4
<i>Timeline for assessment implementation for next three years</i>	There is a clear plan for assessment implementation over each of the next three years.	The plan is somewhat clear but has some areas that are incomplete.	<b>Some parameters have been established but a clear timeline is not evident.</b>	There is not a stated implementation plan.	4
<i>Process for data presentation and discussion</i>	The process for the interpretation, presentation, and discussion of the data is clearly described, including who will be involved and timing.	The process is addressed but is unclear or incomplete in some aspects.	<b>Some aspects of the process are described.</b>	There is no stated plan.	4
<i>Process for implementing revisions based on assessment results</i>	The process for implementing revisions based on assessment results is clearly described.	The process is addressed but is unclear or incomplete in some aspects.	<b>Some aspects of the process are described.</b>	There is no stated plan.	3

# Aerospace Studies

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: \_\_\_\_\_ January 24, 2005 \_\_\_\_\_

Decision (check one):

- Revision Needed (*see first feedback section below*)
- Assessment Plan Approved

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BY: \_\_\_\_\_

Feedback on immediate actions that are needed before approval:

For purposes of local assessment, the program may want to consider seriously a more focused assessment. Choose two or three outcomes and concentrate on those. As it is now, the program is suggesting an assessment of every outcome, which is a lot. It's not clear why the leadership laboratory is considered an indirect measure. If faculty are evaluating cadets and their skills at leadership, communication, and professional integrity, this appears to be much more of a direct measure.

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

The idea, apparently not well communicated, was for the current Assessment of Student Learning Plan to cover approximately the next three years. We envisioned that, within degree programs, 1-2 SLOs would be identified for assessment in 2004-2005, then another 1-2 for 2005-2006, etc. Eventually, SLOs would be assessed on a rotating basis over the span of 5-6 years, depending on the number of degree program SLOs and the complexity of the assessment process. Of course, during all of this time, assessment data will be gathered, interpreted, and discussed by faculty and revisions made to future assessment plans as a result.