

## Cover Sheet for Assessment Plans

Directions: Please complete a separate cover sheet for each degree program (e.g., Associates – Doctorate). Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department head and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Geography

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Geography, M.A. & Ph.D.

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.



Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.

Date of Endorsement:

Nov 20, 2003



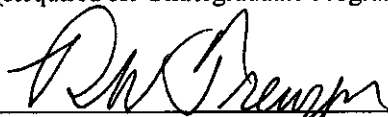
Department Head's Signature

8-24-05

Date

College Dean's Signature  
(Required for Undergraduate Programs)

Date



Dean of the Graduate School's Signature  
(Required for Graduate Degree Programs)

Date

8/29/05

**November 1, 2004:** Assessment plans are to be sent to the respective Dean  
**November 29, 2004:** Relevant materials are to be sent from the Deans to the Provost

**Department:** Geography

**Evaluative Rubric for Degree Program Assessment Plans**

**Degree Program Title:** MA and PhD Geography

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

Date of Decision: 8-16-2005

Decision (check one):

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

Feedback on immediate actions that are needed before approval:

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

The program appears to have clarified questions raised by the committee for both MA and PhD assessment documents. Although more detail might have been desirable regarding the process for discussion of results of assessment and implantation of revisions based on assessment results, it is recognized that those elements are developing for the program.

**Geography Ph.D.  
Degree Program  
Assessment of Student Learning Plan  
Kansas State University**

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 & Sciences  
 Department: Geography  
 Date: Revised 11 July 2005

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

Lisa Harrington, Associate Professor

**C. Degree Program**

Ph.D. in Geography

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

**1. Student Learning Outcomes**

Students in the M.A. degree program will:

1. demonstrate an ability to develop a research proposal and carry out independent research
2. have an in-depth understanding of, and mastery of the literature in, at least one particular geographic subfield
3. demonstrate an ability to present and defend research work in oral, written, and graphic forms

Program SLOs	University-Wide SLOs (Graduate Programs)		
	Knowledge	Skills	Attitudes and Professional Conduct
1. Independent research		X	
2. Subfield expertise	X		
3. Presentation/defense of research		X	X

Learning Outcome	Direct Methods	Indirect Methods
1. Independent research	GEOG 999 research	Annual faculty discussion of graduate students' progress
2. Subfield expertise	Preliminary Exams GEOG 999 research	Annual faculty discussion of graduate students' progress
3. Presentation/defense of research	Proposal presentation GEOG 999 research	Annual faculty discussion of graduate students' progress

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

Direct methods will be used at relevant times based on the student's Program of Study, beginning Fall 2005. In general, successful completion of the research experience (e.g., dissertation defense or passing the preliminary exam) will be taken as proof of student achievement of learning objectives. In addition to the reports to the department's DOA, those faculty members involved with students at the appropriate level will orally summarize relevant indirect assessment information for the other faculty in the department. These indirect assessment may come from a variety of situations, such as seminars and observations at professional meetings.

Discussion of learning outcomes achievement levels will occur at least annually, in the Spring semester, in department faculty meetings. The department holds an annual faculty meeting early in each spring semester to assess individual graduate students' progress toward the degree. Starting in January 2006, consideration of our assessments of these learning outcomes will be an added part of these discussions. Additional discussions may occur during faculty meetings at other times, depending on information and concerns.

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

Annual consideration of assessments will include tabulation of success/failure rate data for each learning outcome for the prior three-year period. At these discussions, faculty will make decisions as to needs for curricular and/or course-specific modifications to address any identified shortcomings. Past graduate level curricular changes have followed from indirect outcomes/needs assessments. The department continues to be open to making programmatic adjustments for the good of our students.