

Last revised 10/4/04

**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: College of Human Ecology  
Department: General Human Ecology/Dean's Office  
Date: November 1, 2004

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

Karen T. Pence, assistant dean

**C. Degree Program**

B.S. in Human Ecology

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

**Student Learning Outcome(s)**

Eighteen Student Learning Outcomes were identified for the B.S. in Human Ecology. We will focus on the following four for the three-year assessment plan.

Knowledge 1: Graduates will demonstrate an understanding of the major concepts, theories, scientific principles, resources, and skills in the areas of apparel and textiles, life span human growth and development, family interaction, personal and family resource management, food, nutrition and wellness, and living environments.

Critical Thinking 1: Graduates will apply knowledge and understanding in generating and exploring opportunities, constructing questions, and solving problems.

Critical Thinking 2: Graduates will examine, question, and articulate multiple perspectives and alternatives to solve problems and make decisions.

Communication 1: Graduates will write clearly and persuasively when summarizing a body of knowledge.

**Special rationale for selecting these learning outcomes (optional):**

Knowledge, critical thinking skills and communication skills are critical outcomes in the professional development and performance of graduates in general human ecology. These four Student Learning Outcomes were selected for assessment to provide information for possible curriculum revision.

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	
<p>Knowledge 1: Understand the major concepts, scientific principles, resources, and skills in the areas of</p> <ul style="list-style-type: none"> <li>▶ apparel and textiles;</li> <li>▶ life span human growth and development;</li> <li>▶ family interaction;</li> <li>▶ personal and family resource management;</li> <li>▶ food, nutrition and wellness; and</li> <li>▶ living environments.</li> </ul>	X					
<p>Critical Thinking 1: Apply knowledge and understanding in generating and exploring opportunities, constructing questions, and solving problems.</p> <p>Critical Thinking 2: Examine, question, and articulate multiple perspectives and alternatives to solve problems and make decisions.</p>		X				
<p>Communication 1: Write clearly and persuasively when summarizing a body of knowledge.</p>			X			

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

Learning Outcomes	Direct Measures	Indirect Measures	Not sure	Who will be assessed?
<p>Knowledge 1: Understand the major concepts, scientific principles, resources, and skills in the areas of</p> <ul style="list-style-type: none"> <li>▶ apparel and textiles;</li> <li>▶ life span human growth and development;</li> <li>▶ family interaction;</li> <li>▶ personal and family resource management;</li> <li>▶ food, nutrition and wellness; and</li> <li>▶ living environments.</li> </ul>	<p>PRAXIS content exam in areas of family, human development, management, consumer economics, nutrition and food, clothing and textiles, and living environments</p>	<p>Graduating Senior survey or exit interviews</p>		<p>All students enrolled in senior capstone course (course and rubric to be developed)</p> <p>B.S. in Human Ecology degree candidates</p>
<p>Critical Thinking 1: Apply knowledge and understanding in generating and exploring opportunities, constructing questions, and solving problems.</p> <p>Critical Thinking 2: Examine, question, and articulate multiple perspectives and alternatives to solve problems and make decisions.</p>	<p>Senior capstone course assignment: case study with rubric</p>			<p>All students enrolled in senior capstone course (course and rubric to be developed)</p>
<p>Communication 1: Write clearly and persuasively when summarizing a body of knowledge.</p>	<p>Senior capstone course assignment: case study with rubric</p>			<p>All students enrolled in senior capstone course (course and rubric to be developed)</p>

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

Outcomes will be assessed in a senior capstone course taken by students no earlier than the semester prior to graduation. The general human ecology faculty (currently dean, associate dean and assistant deans) and the family and consumer sciences teacher educator will meet annually to review assessment results at the end of each academic year, with an intensive review of aggregated results at the end of three years.

Learning Outcomes	Timetable for Assessing Outcomes			Baseline Created?
	2005	2006	2007	
<p>Knowledge 1: Understand the major concepts, scientific principles, resources, and skills in the areas of</p> <ul style="list-style-type: none"> <li>▶ apparel and textiles;</li> <li>▶ life span human growth and development;</li> <li>▶ family interaction;</li> <li>▶ personal and family resource management;</li> <li>▶ food, nutrition and wellness; and</li> <li>▶ living environments.</li> </ul>	<p>Fall FCSED students enrolled in "Block II" complete PRAXIS</p> <p>Develop and pilot exit interview or survey</p>	<p>Fall FCSED students enrolled in "Block II" complete PRAXIS</p> <p>Administer exit interview or survey</p>	<p>Seniors enrolled in Senior Capstone course</p> <p>Administer exit interview or survey</p>	<p>3 year baseline created after Spring 2007 semester</p> <p>No baseline</p>
<p>Critical Thinking 1: Apply knowledge and understanding in generating and exploring opportunities, constructing questions, and solving problems.</p> <p>Critical Thinking 2: Examine, question, and articulate multiple perspectives and alternatives to solve problems and make decisions.</p>	<p>Develop course, case study assignments and rubrics</p>	<p>Course, case study assignments and rubrics developed and piloted</p>	<p>Assessment administered and summarized</p>	<p>Baseline will be developed after three years of data collection (2009)</p>
<p>Communication 1: Write clearly and persuasively when summarizing a body of knowledge.</p>	<p>Develop course, case study assignments and rubrics</p>	<p>Course, case study assignments and rubrics developed and piloted</p>	<p>Assessment administered and summarized</p>	<p>Baseline will be developed after three years of data collection (2010)</p>

When and in what format will results be discussed?
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<p><b>Knowledge 1:</b> Understand the major concepts, scientific principles, resources, and skills in the areas of</p> <ul style="list-style-type: none"> <li>▶ apparel and textiles;</li> <li>▶ life span human growth and development;</li> <li>▶ family interaction;</li> <li>▶ personal and family resource management;</li> <li>▶ food, nutrition and wellness; and</li> <li>▶ living environments.</li> </ul>	<p>The general human ecology faculty (currently comprised of dean, associate dean and assistant deans) and the family and consumer sciences teacher educator will meet annually each spring to review and discuss assessment results, with an intensive review of aggregated results at the end of three years.</p>
<p><b>Critical Thinking 1:</b> Apply knowledge and understanding in generating and exploring opportunities, constructing questions, and solving problems.</p> <p><b>Critical Thinking 2:</b> Examine, question, and articulate multiple perspectives and alternatives to solve problems and make decisions.</p>	<p>The general human ecology faculty (currently comprised of dean, associate dean and assistant deans) and the family and consumer sciences teacher educator will meet annually each spring to review and discuss assessment results, with an intensive review of aggregated results at the end of three years.</p>
<p><b>Communication 1:</b> Write clearly and persuasively when summarizing a body of knowledge.</p>	<p>The general human ecology faculty (currently comprised of dean, associate dean and assistant deans) and the family and consumer sciences teacher educator will meet annually each spring to review and discuss assessment results, with an intensive review of aggregated results at the end of three years.</p>

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

The senior assistant dean will compile assessment results annually. The general human ecology faculty (currently comprised of Dean Kellett, Associate Dean Moxley, Assistant Deans K. Pence and C. White) and the family and consumer sciences teacher educator (Prof. Yahnke from the College of Education) will meet each spring to review and discuss assessment results. Annual reviews will assist continuing development of assessment program. The three-year intensive review will summarize baseline information and guide proposals for course and curriculum revisions, revision of assessment strategies, and modification of student learning outcomes for improvement of the academic program in General Human Ecology.