

**Template
Degree Program
Assessment of Student Learning Plan
Ph.D. Program in Lifespan Human Development
Kansas State University**

FEB 17 2005
Received

- 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: Human Ecology
Department: School of Family Studies and Human Services
Date: October 27, 2004

B. Contact Person(s) for the Assessment Plan

Dr. Rick Scheidt & Dr. Bronwyn Fees

C. Degree Program

Ph.D. in Lifespan Human Development

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

- A. Understands theories of development from birth to later adulthood.
- B. Understands empirical research findings.
- C. Understands how human development is shaped by diverse contexts and cultures.

Special rationale for selecting these learning outcomes (optional):

These three outcomes are fundamental components of lifespan human development.

Last revised 10/4/04

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

| Program SLOs | University-wide SLOs (Graduate Programs) | | | Program SLO is conceptually different from university SLOs |
|--|--|--------|------------------------------------|--|
| | Knowledge | Skills | Attitudes and Professional Conduct | |
| 1. Understands theories of development from birth to later adulthood | X | | | |
| 2. Understands empirical research findings | X | X | | |
| 3. Understands how human development is shaped by diverse contexts and cultures. | X | | | |

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

See tabular format on next page

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

See tabular format on next page

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

See tabular format on next page

Assessment of Student Learning Outcomes
Lifespan Human Development
Ph.D. Program¹

| Learning Outcomes | Measures | | Who will be Assessed? | Timetable for Assessment | Baseline Created? | Improvement Plan |
|---|--|---|--|--|---|--|
| | Direct | Indirect | | | | |
| 1) Understands theories of development from birth to later adulthood. | FSHS 900X (Rotating Topic Seminars): Grades on seminar presentations and reaction papers | Student self-reports of learning at end of seminar, Preliminary exam performance when appropriate | All lifespan Ph.D. students enrolled in the course | 2005 Fall Semester 2006 Fall Semester 2007 Fall Semester | Baseline data monitored 2005 2006. Implementation of improvement strategies evaluated in 2007. ^a | ^a Because these rotating topic seminars are offered on an occasional basis, a two year phase for baseline data collection will be required. Lifespan faculty will evaluate learning performance on indicators to determine whether greater emphasis or more effective program plans are needed in this area. Strategies implemented to improve student learning outcomes in this area, if needed, will be installed in 2007 and evaluated at the end of the year. |
| 2) Understands empirical research findings | FSHS 900X (Rotating Topic Seminars): Grades on seminar presentations and reaction papers | Student self-reports of learning at end of seminar, Preliminary exam performance when appropriate | All lifespan Ph.D. students enrolled in the course | 2005 Fall Semester 2006 Fall Semester 2007 Fall Semester | Baseline data monitored 2005 2006. Implementation of improvement strategies evaluated in 2007. ^b | ^b Because these rotating topic seminars are offered on an occasional basis, a two year phase for baseline data collection will be required. Lifespan faculty will evaluate learning performance on indicators to determine whether greater emphasis or more effective program plans are needed in this area. Strategies implemented to improve student learning outcomes in this area, if needed, will be installed in 2007 and evaluated at the end of the year. |
| 3) Understands how human development is shaped by diverse contexts and cultures | FSHS 900X (Rotating Topic Seminars): Grades on seminar presentations and reaction papers | Student self-reports of learning at end of seminar, Preliminary exam performance when appropriate | All lifespan Ph.D. students enrolled in the course | 2005 Fall Semester 2006 Fall Semester 2007 Fall Semester | Baseline data monitored 2005 2006. Implementation of improvement strategies evaluated in 2007. ^c | ^c Because these rotating topic seminars are offered on an occasional basis, a two year phase for baseline data collection will be required. Lifespan faculty will evaluate learning performance on indicators to determine whether greater emphasis or more effective program plans are needed in this area. Strategies implemented to improve student learning outcomes in this area, if needed, will be installed in 2007 and evaluated at the end of the year. |

¹Ph.D. students take 800- and 900-level courses in the curriculum. The 800-level courses may include M.S. students as well. See the Assessment of Learning Outcomes developed for the M.S. program for more info relating to evaluation of these Lifespan M.S. courses. This table shows the plan for the 900-level rotating topic seminars (E.g., Media violence and Child Behavior; Lifespan Human Development: Paradigms, Methods, Intervention Models; Social Policy and Developmental Issues)