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Cover Sheet for Assessment Plans

BY:.....

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: Arts, Sciences, & Business

Title and Level of Academic Program (e.g., Chemistry, Ph.D.): \_\_\_\_\_

Associate of Applied Science in Applied Technologies

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

<input checked="" type="checkbox"/> Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.	Date of Endorsement: <u>11-2-04</u>
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Ronken Bergen  
Department Head's Signature

11-29-04  
Date

Devi G. Indran  
College Dean's Signature  
(Required for Undergraduate Programs)

7/11/05  
Date

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

\_\_\_\_\_  
Date

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

**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 Technology and Aviation  
 Department: Department of Arts, Sciences, and Business  
 Date: November 2, 2004

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

Don Von Bergen, Department Head

**C. Degree Program**

Associate of Applied Science in Applied Technologies (ATECH)

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

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

1. Demonstrate the ability to communicate clearly and concisely in written and oral communications.
2. Demonstrate a fundamental utilization of computer technology.

Special rationale for selecting these learning outcomes (optional):

No special rationale.

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. Communication			XX			
2. Computer Technology	XX					

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

Learning Outcomes	Measures			Who will be assessed?
	Direct	Indirect	Not sure	
Demonstrate the ability to communicate clearly and concisely in written communication. (The initial focus will be on the written aspect of the SLO.)	Two student writing assignments using a common rubric'.  (rubric?)	Students' confidence ratings on final project using a simple questionnaire.  (rubric?)		All ATECH students enrolled in Engl. 100
Demonstrate a fundamental utilization of computer technology.	Students complete a speech using "Power Point" (rubric used)			All ATECH students enrolled in Speech 105.

+Rubric attached to assessment plan. The rubric used will measure the student's ability to write expressive, informative, and persuasive essays which effectively demonstrate: focus, purpose, development, organization, language conventions, and critical thinking.

**3. When will these outcomes be assessed?**

Learning Outcomes	Timetable for Assessment Learning Outcomes			Baseline Created?
	2005	2006	2007	
Demonstrate the ability to communicate clearly and concisely in written communication. (The initial focus will be on the written aspect of the SLO.)	Mid-Term and Final Writing Assignment	Mid-Term and Final Writing Assignment	Mid-Term and Final Writing Assignment	2-year baseline data created after 2006 spring semester. 2007 data will be compared to the baseline.
Demonstrate a fundamental utilization of computer technology.	Once per semester.	Once per semester.	Once per semester.	3-year baseline data created after 2007 spring semester.

**3. (Continued) when and in what format will the results of the assessment be discussed?**

Faculty Involved/Format of Discussion	Timetable for Assessment Learning Outcomes			
	2005	End of 2006	2007	
English faculty teaching English 100. Face-to-face setting. (Communication SLO)	(Data collection)	Compile, interpret, and discuss the results of the data from the previous two years.	(Data Collection continues)	2-year baseline data created after 2006 spring semester. 2007 data will be compared to the baseline.
Faculty teaching Speech 105 and 106. Face-to-face setting. (Technology SLO)	(Data Collection)	(Data Collection)	(Data Collection)	3-year baseline data created after 2007 spring semester.

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

Learning Outcomes	Improvement plan
<p>Demonstrate the ability to communicate clearly and concisely in written communication. (Focus on one aspect of the SLO)</p>	<p>Based on face-to face meetings, English faculty will recommend changes to be made to respective courses. Suggestions on what new information should be shared with students, how it should be taught and how it should be assessed will be developed. Students would be made aware of these changes and the rationale through revised syllabi and in sharing verbally at the start of the semester. Results of the data, lessons learned about assessment techniques, recommendations, and changes made to the English 100 course will be shared with department faculty.</p>
<p>Demonstrate a fundamental utilization of computer technology.</p>	<p>Based on face-to face meetings, speech faculty will recommend changes to be made to respective courses. Suggestions on what new information should be shared with students, how it should be taught and how it should be assessed will be developed. Students would be made aware of these changes and the rationale through revised syllabi and in sharing verbally at the start of the semester. Results of the data, lessons learned about assessment techniques, recommendations, and changes made to Speech 105 will be shared with department faculty.</p>