

2009 K-State Assessment Showcase
October 30, 2009

9:00-9:50 Breakout Session
***Assessing Graduate-Level
Student Learning***

Kevin Lease, Graduate School

- Background/History
- What is “Outcomes-Based Assessment” as related to Student Learning?
- What does it mean to “Close the Loop”?
- Graduate Student Learning Outcomes (SLOs) and Assessment Plan (K-State Requirements, Process, etc)
- Graduate Program Reporting on Assessment of Graduate SLOs (KBOR Review)
- How does “Assessment of Student Learning” differ between Undergraduate Programs and Graduate Programs?
- Best practices in developing and managing Graduate SLOs and Graduate Program Assessment Plans

Background/History

(all dates approximate)

- 2004-2005 All K-State graduate programs asked to develop a list of **Graduate Student Learning Outcomes (Grad SLOs)** for each of their graduate degree programs.
- 2004-2005 All K-State graduate programs asked to develop an **Assessment Plan** that will be used to guide the continual assessment, evaluation, improvement, etc of each of their graduate degree programs.
- 2005 The K-State Graduate Council formally developed the **Graduate Council Assessment and Review Committee (Grad “CARC”)**
- 2005-2007 All K-State graduate programs were asked to submit **Annual Progress Reports (APRs)** to the Office of Assessment detailing their assessment tasks, results, decisions, etc for the past year.
- 2008 Grad SLO Assessment reporting timeline and requirements was changed to coincide with the **KBOR review process (a 4-year cycle)**

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Graduate Student Learning Outcomes (SLOs) and Assessment Plan (K-State Requirements, Process, etc)

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- <http://www.k-state.edu/assessment/>
- <http://www.k-state.edu/grad/>
- Alignment Matrix
- On your program's website: SLOs, Alignment Matrix, Summary

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

- A. College, Department, and Date**
- B. Contact Person(s) for the Assessment Plans**
- C. Degree Program**
- D. Assessment of Student Learning Three-Year Plan**

1. Student Learning Outcome(s)

- a. List (or attach a list) all of the student learning outcomes for the program.**
- b. Identify outcomes that will be assessed in the first three years of the plan.**

[List at least 2-5 learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]

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

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

*[There is an expectation that **half of the assessment methods/measures** will be direct measures of student learning (see **Measures, Rubrics, & Tools for Assessing Student Learning Outcomes** on the APR website for examples of direct and indirect measures).]*

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

- 4. What is the unit's process for using assessment results to improve student learning?**
[Briefly describe your process for using assessment data to improve student learning.]

Alignment Matrix for Graduate Programs – For each stated student learning outcome, where does the student have the opportunity to learn the outcome (e.g., specific courses, multiple courses, or other program requirements) and where is student achievement of the outcome is assessed (e.g., assignments in courses, evaluation of final thesis, report, dissertation)?

SLO/Required Courses/experiences	Course Number(s)	Course Number(s)	Course Number(s)	Other Experience	Preliminary Exams	Thesis/ Report/ Dissertation
Degree program SLOs						
University SLOs (Graduate Programs)						
Knowledge						
Skills						
Attitudes and Professional Conduct						

- Place an “X” for courses or experiences in which students have the opportunity to learn the outcome (coursework, other program requirements).
- Place an “A” for courses or experiences in which student performance is used for program level assessment of the outcome. (assignments in courses, evaluation of final thesis, report, dissertation)

Alignment Matrix for Graduate Programs

SLO/Required Courses/experiences	ME 800	Required MNE Course	Optional MNE Courses	Preliminary Exams	Research Experience/ Mentoring	Thesis/ Report/ Dissertation
Degree program SLOs						
Ability to solve engineering problems using advanced mathematical, scientific, computational, and analytical methods appropriate to the Mechanical (Nuclear) Engineering discipline. (All M.S.; Ph.D.)		X	X	E	X	E
Ability to synthesize and critically evaluate information pertinent to the Mechanical (Nuclear) Engineering discipline. (All M.S.; Ph.D.)		X		E	X	E
(a) Demonstration of advanced knowledge in one or more areas of specialization within the Mechanical (Nuclear) Engineering discipline. (All M.S.; Ph.D.) (b) Demonstration of expertise in one or more areas of specialization within the Mechanical (Nuclear) Engineering discipline. (Ph.D.)		X	X			E
(a) Ability to plan and conduct scholarly activities in one or more areas of specialization within the Mechanical (Nuclear) Engineering discipline. (M.S. Thesis and M.S. Report; Ph.D.) (b) Ability to plan and conduct scholarly activities that make original contributions to the knowledge base in one or more areas of specialization within the Mechanical (Nuclear) Engineering discipline. (Ph.D.)				E	X	E
Preparation for leadership and teamwork through enhanced independence, initiative, and responsibility. (All M.S.; Ph.D.)	X, E					
Ability to communicate effectively both in written and oral forms. (All M.S.; Ph.D.)	X			X		E
Understanding of the importance of the ethical, safety, socio-economic, and environmental issues related to the Mechanical (Nuclear) Engineering profession. (All M.S.; Ph.D.)	X					
Recognition of the importance of life-long learning and professional service to the Mechanical (Nuclear) Engineering profession. (All M.S.; Ph.D.)	X					
University SLOs (Graduate Programs)						
Knowledge		X	X	E	X	E
Skills		X	X		X	E
Attitudes and Professional Conduct	X			X		X

X – Exposure or attainment, E -- evaluation

Graduate Program Reporting on Assessment of Graduate SLOs (KBOR Review)

- “Full” KBOR Review – every 8 years
- “Mid-Cycle” Review – every 4 years
- Therefore – Graduate Programs report on their Assessment of Student Learning (and Program Review) every 4 years.
- <http://www.k-state.edu/grad/>

KBOR DETAILED ASSESSMENT OF STUDENT LEARNING REPORT

This report is considered the Detailed Assessment of Student Learning (ASL) and is submitted to the College Dean for review and for review and feedback by the appropriate College Assessment Review Committee (CARC). The **CUMULATIVE report** will describe the results and activity since your last review (KBOR or mid-cycle (for Graduate Programs) through the previous academic year (for programs completing their first ASL, the report should include information since the original Assessment Plan was approved for the program). The report should include the following:

- I. Introduction
 - II. Overview of Assessment
 - III. Assessment Strategies
 - IV. Assessment Results
 - V. Review of the Assessment Results
 - VI. Actions and Revisions Implemented
 - VII. Effects on Student Learning and Future Plans
- Appendix A: Original Approved Assessment Plan
- Appendix B: Assessment Alignment Matrix

2010 Full KBOR Review

Year 2010		
College of Agriculture:		
011103	Horticulture	MS, PhD
College of Arts and Sciences - <i>Biological Sciences, Humanities, and Fine Arts:</i>		
260202	Biochemistry	MS, PhD
260101	Biology	MS, PhD
090101	Communication Studies	MA
230101	English	MA
500702	Fine Arts	Master of
310505	Kinesiology	MS
260502	Microbiology	PhD
160101	Modern Languages	MA
500102	Music	Master of
500501	Theatre	MA

2010 Mid-Cycle Review

CIP Code	Name of Degree Program	Degree(s) Offered
Year 2010		
College of Business Administration:		
520301	Accountancy	Master of
520201	Business Administration	Master of
College of Agriculture:		
010901	Animal Sciences	MS, PhD

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Questions?

Would you like a representative from the Office of Assessment and/or the Graduate School to discuss Graduate Student Learning Assessment in your department/program?

Fred Burrack

Director, Office of Assessment

Kevin Lease

Associate Dean, Graduate School