

Template
Degree Program
Assessment of Student Learning Plan
Kansas State University

Instructions:

This template is a suggested guideline for creating three-year plans to assess degree-level student learning outcomes. The order and format of the information does *not* need to follow the template exactly, however the four key sets of questions (D1-D4) do need to be addressed in the three-year assessment plan.

If your program has been successfully accredited within the last four years (2000-2001 academic year or after), and if your accreditation report includes sections that specifically address the information requested in questions 2 – 4 below, then you may attach those relevant sections in lieu of providing separate responses to these questions. Please attach only the relevant sections and be sure to indicate which section(s) of the accreditation report addresses each of the questions 2 – 4. Alternatively, you may cut and paste into the template information from your accreditation reports(s) that answers these questions.

Assessment information/data needs to actually be collected within the three-year span (2005, 2006, and 2007) covered by this first round of the assessment plans. Since not all of the accrediting agencies have incorporated assessment of student learning within their approval policies, only certain sections of your reports may be applicable.

If you have any questions, please contact the Assessment and Program Review Office at apr@ksu.edu or 532-5712.

**Template
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) or attach a hard copy to this document.

A. College, Department, and Date

College: Architecture, Planning and Design
Department: Architecture
Date: 2/21/2007

B. Contact Person(s) for the Assessment Plans

Carol Martin Watts, Associate Head and Chair of Graduate Committee

C. Degree Program

M. S. in Architecture (new degree beginning Fall 2006)

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

[Insert 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.]

Graduate School SLOs

Graduates of advanced degree programs at Kansas State University will:

Knowledge: Demonstrate thorough understanding and/or competency in a specific area of emphasis, study, or profession.

Skills: Demonstrate the ability to apply knowledge through critical thinking, inquiry, analysis, and communication to solve problems and to produce scholarly and creative works including but not limited to design, art, performance, original research in the form of thesis or dissertation.

Attitudes and Professional Conduct: Exhibit an awareness of their responsibilities (professional integrity, ethical behavior, ability to work with diverse groups of peoples, etc.) and engage in professional conduct towards all constituent groups, including students, faculty, public, etc.

M. S. in Architecture corresponding SLOs:

Knowledge: 1) All graduates of the M. S. in Architecture will demonstrate an understanding of relevant theories of architecture related to the area of emphasis (Ecological and sustainable design, Environment behavior and place studies, or Design theory) gained from required courses (ARCH 725, LAR 898, and either ARCH 715, ARCH 716 or ARCH 720) as well as supporting elective courses.

Skills: 2) All graduates of the M. S. in Architecture program will be able to articulate a capstone proposal in their area of emphasis (Ecological and sustainable design, Environment behavior and place studies, or Design theory).

Attitudes and Professional Conduct: 3) Graduates of the M. S. in Architecture program will demonstrate integrity, professional conduct and ethical behavior throughout the students' tenure in the program.

Special rationale for selecting these learning outcomes (optional):

[If applicable, provide a brief rationale for the learning outcomes that were selected]

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

Program SLOs	University-wide SLOs (<u>Undergraduate Programs</u>)					Program SLO is conceptually different from university SLOs
	Knowledge	Critical Thinking	Communication	Diversity	Academic / Professional Integrity	
1.						
2.						
3.						
4.						
5.						

Program SLOs	University-wide SLOs (Graduate Programs)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. Understanding theoretical context	X		X	
2. Articulate capstone proposal	X	X		
3. Professional conduct			X	
4.				
5.				

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

*[Briefly describe the assessment tools, measures, or forms of evidence that will be utilized to demonstrate students' accomplishment of the learning outcomes selected in the three-year plan. Also indicate whether each measure is direct or indirect. If you are unsure, then write "Unsure of measurement type". 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).]*

The learning outcomes will be assessed by the department's Graduate Committee, consisting of the Associate Head (as Director of Graduate Programs) and several graduate faculty representing the areas of emphasis within the program. They will review all students' Capstone Proposals at the end of the first year of study. Approval of this proposal requires that the student have an understanding of the theoretical context of their area of emphasis (acquired through required and supporting courses and directed readings), relevant research methodology (acquired through a required Research Methods course, ARCH 725), and demonstrate the skill to design and plan a capstone experience. The proposal will also indicate if they have learned ethical conduct (citation of sources, Human Subjects review, etc.) Depending on the option chosen by the student the capstone experience may be a written thesis based on the research proposal prepared in LAR 898, a design-based project, or a series of courses with a culminating synthesis. Before being allowed to proceed with one of these options, the committee will evaluate whether the student's proposal is adequate, and in the process of evaluating all students in the program, be able to assess the student learning outcomes. If proposals are not acceptable and must be resubmitted, or are weak in certain areas, this will be an indication of problems with meeting the learning outcomes.

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

[Briefly describe the timeframe over which your unit will conduct the assessment of the learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., year 1, year 2, and year 3), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with faculty, advisory boards, students, etc.)]

All three of the SLOs will be assessed for each entering class at the completion of the common required sequence of courses, ARCH 725 Research Methods and LAR 898 Proposal Preparation, at the end of the first year in what will usually be a two year course of study, although it may vary from 1 to 3 years depending on the student. The M. S. in Architecture degree is new this year, with the first 4 students enrolled in Fall 2006. They will be assessed in late Spring 2007. After two years (i.e. in late Spring 2008) the Graduate Committee will discuss the results of two years of proposal review. After three years (late Spring 2009) there will be a larger number of students assessed and evidence of change over time. The committee will prepare to discuss the results with the Graduate Faculty early in the Fall 2009 semester.

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.]

The Graduate Faculty, beginning Fall 2009, will consider curricular changes based on the student learning assessment. The department's Academic Affairs Committee will initiate any course or curriculum changes. The Department Head, in consultation with the Graduate Committee, will consider staffing changes needed, if any, and discuss course specific recommendations with the faculty assigned to teach such courses.

Template for Assessment of Capstone Proposals

Student Learning Outcome	Component	Evaluation by Graduate committee		
		Acceptable	Needs revision	Unacceptable
Demonstrate understanding of theories of architecture related to the area of emphasis	<ul style="list-style-type: none"> • Background information • Literature review • Selection of topic • Bibliography 			
Articulate capstone experience	<ul style="list-style-type: none"> • Identification of topic of significance • Appropriate scope • Research methodology or work plan clearly explained & appropriate • Realistic schedule • Approval of Major professor & committee • Appropriate Program of Study • Definition of final exam/synthesizing experience • Complete, well written and well organized proposal 			
Demonstrate integrity, professional conduct and ethical research	<ul style="list-style-type: none"> • Appropriate citations • Human subjects review if applicable 			