

Ph.D. in Human Ecology: Specialization in Apparel and Textiles
Assessment of Student Learning Plan
 Kansas State University

X Check the box if your program's student learning outcomes have been modified since November 2003. (attached)

A. College, Department, and Date

College: Human Ecology
 Department: Apparel, Textiles, and Interior Design
 Date: October 28, 2004

B. Contact Person(s) for the Assessment Plans

Elizabeth McCullough, Graduate Coordinator

C. Degree Program

Ph.D. in Human Ecology (Specialization in Apparel and Textiles)

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

1. Demonstrate in-depth knowledge of the influence of organizational characteristics, economic, political, social, and production factors, and channel stakeholders on global production and trade of apparel and textiles and theories used to integrate and anticipate the future influence of these factors. (*Dickson, AT 835*)
 2. Apply consumer behavior theory and research to synthesize how consumers' needs and desires are met by sectors of the apparel and textile industry. (*Meyer, AT 845*)
 3. Demonstrate in-depth knowledge of the physical characteristics of fibers, yarns, and fabrics and methods for measuring the performance of textile products. (*Ramaswamy, AT 880*)
 5. Prepare and deliver professional oral and/or poster presentations with appropriate audiovisual materials (*Meyer, AT 845*)
 6. Prepare articles of suitable quality from dissertation research for publication in refereed journals (*All faculty supervising AT 999*)
- Note: #4 does not apply to doctoral students, so it is not listed here.

Program SLOs	University-wide SLOs (Graduate Programs)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1.	X			
2.	X			
3.	X			
5.		X	X	
6.		X		

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

The learning outcomes for knowledge (#1, 2, 3) will be measured in AT 835, AT 845, and AT 880 using the following direct measures: grades on homework, essays, term papers, exams, and laboratory

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experiences. (See attached chart for each SLO.) Each student's total score on each measure used in a course will be expressed as a percentage and recorded on the appropriate chart. A rubric will be used to evaluate the term paper and provide students with detailed feedback on the quality of their work. In addition, the learning outcomes for knowledge will be assessed using an indirect measure: questions on an exit survey for graduate students in Apparel and Textiles. The online survey will be developed in the spring of 2005 so that May graduates can be assessed.

The learning outcome for communication skills (#5) will be measured by evaluating individual student presentations using a rubric (direct measure). This assessment will be made in AT 845 – a required core course. In addition, the same rubric will be used to evaluate student presentations in other non-core courses. All aspects of the presentation (i.e., visuals, delivery, content, ability to answer questions, etc.) will be evaluated. The scores will be expressed as percentages and recorded on the attached chart. In addition, the learning outcome for communication skills will be assessed using questions on an exit survey for graduate students (indirect measure).

The learning outcome for written communication skills (#6) will be measured by requiring doctoral students to write at least one article appropriate for submission to a scholarly refereed journal from their dissertation research. We will track whether or not the student wrote the article and if/when it was actually published. If additional articles were written and submitted for publication from the dissertation research, these will be tracked and reported also.

Groups: Faculty will conduct the assessment; only student responses will be used in assessment (grades, questionnaire responses).

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

Beginning spring semester 2005, the student learning outcomes will be assessed **each semester that the courses are offered** (see attached chart for each SLO). Some courses are offered in alternate years, so the assessment will occur less often. At the end of each semester, the faculty members who are responsible for teaching a particular SLO will record their student grades in percentage format on the appropriate chart and submit it to the Graduate Coordinator. The Graduate Coordinator will combine each year's grades on an official version of the charts and indicate whether the target criteria had been met for each SLO. The Coordinator will also request a summary chart of the online survey responses each spring and combine each year's responses on a summary chart for comparison. As articles are published from students' dissertation research, faculty will report this information to the Graduate Coordinator to put in the master chart.

At the end of each spring semester, summary charts of the data collected to date will be shared with the faculty and discussed at a meeting. In addition, faculty using rubrics will be encouraged to share more specific information regarding the performance of students (i.e., In what areas are they having difficulty? Should the assignment be more rigorous?).

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

At the assessment meeting each spring, faculty will discuss the summary charts for the direct measures of SLOs and the summary chart of the students' responses to questions on the exit survey (indirect measure). Results for the year will be compared to those for previous years. Areas of weakness in student learning will be identified. Faculty will discuss ways of changing course content, teaching methods, learning experiences, and/or evaluation methods to improve student learning. The Graduate Coordinator will prepare a summary report of the discussion with clear action items for particular instructors and courses, as needed. The following year, the summary report of action items will be revisited as the next year's results are discussed to determine if the changes made a difference in student learning.

Graduate Student Learning Outcomes for the Ph.D. in Human Ecology: Specialization in Apparel and Textiles (Core)

Student Learning Outcomes*	AT 835	AT 845	AT 850	AT 880	AT 999
Knowledge					
1. Demonstrate in-depth knowledge of the influence of organizational characteristics, economic, political, social, and production factors, and channel stakeholders on global production and trade of apparel and textiles and theories used to integrate and anticipate the future influence of these factors.	X				
2. Apply consumer behavior theory and research to synthesize how consumers' needs and desires are met by sectors of the apparel and textile industry.		X			
3. Demonstrate in-depth knowledge of the physical characteristics of fibers, yarns, and fabrics and methods for measuring the performance of textile products.				X	
Communication Skills					
5. Prepare and deliver professional oral and/or poster presentations with appropriate audiovisual materials		X	**		
Research Skills					
6. Prepare articles of suitable quality from thesis or dissertation research for publication in refereed journals					X
Professional Conduct					
7. Demonstrate an understanding of professional and unprofessional behavior as well as ethical and unethical behavior			X		

* SLO 4 applies only to M.S. students, so it is not listed here.

** Concepts will be taught in AT 850, but student presentations will be evaluated with a rubric in AT 845 and other courses.