

Department of Family & Consumer Sciences

Rubric Element	Assessors Rating	Comments
1. Mission Statement	Highly Developed	No work needed
2. Definition of PLOs	Highly Developed	Might want to consider splitting compound LOs
3. Alignment of PLOs to Mission Statement	Highly Developed	No work needed
4. Development of PLOs	Highly developed	No work needed. Alignment to Blooms very helpful
5. Alignment of PLOs on a Curriculum Map	Highly Developed	No work needed.
6. Multi-Year Assessment Plan	Initial	No plan provided. Please provide timeline for when the LOs will be assessed.
7. Methods of Assessment	Developed	Please provide greater detail on how methods are used for assessment: for portfolio, are rubrics being used to assess? Etc.
8. Criteria for Success	Developed /Highly developed	Please ensure each method of assessment has criteria set.
9. Direct or Indirect Measures	Developed/Highly Developed	No work needed
10. Collection of Evidence	Emerging /Developed	Please provide greater detail on how and what data is collected from assessment processes. For example, on the exam, do you collect overall scores, sub-scores? What data do you have that indicates success on portfolios?
11. Analysis of Results	Emerging/Developed	Most indicate if criteria for success were met, but aside from overall percentage, no data is presented.
12. Conclusions, Implications and Recommendations	Initial	Report states there was no time to discuss results between data collection and when the report was due. Please provide this information in 2012 report.
13. Planning Change "Closing the Loop"	Developed	Once data is collected, and conclusions drawn, plans can be made. (Perhaps assessors counted your plans to review data as planning change?)
14. Activities or Resources Needed	.	<i>It was determined after the rubric was developed that this element belongs with Program Review</i>

Assessor comments:

Each program should develop its own methods of assessment. There may be unique ways to assess Interior Design from Fashion Merchandising from Child Development.

- Mission Statement: There is a department mission (purpose), but not a separate purpose for each program. But each program has very specific learning outcomes which make the program distinct.
- The distinct purpose of the dietetics program, compared to the department purpose, is not given, but the SLO's of the program clearly distinguish it from the other programs in the department.
- Alignment of PLOs to Mission Statement: Specific program learning outcomes are also aligned to the institutional learning outcomes. Well done!
- Definition of PLOs: Whenever you include "and" in your PLO, you may have more than one learning outcome. For example, 1.1 - physical, social and technological environments - would this be more than one learning outcome?
- [Interior D] These PLOs are similar to the PLOs of the Fashion Merchandising PLOs. Each program should have distinct and unique learning outcomes.
- Curriculum Map: Keep in mind that not every course needs to address all the learning outcomes - for exaple, for FCS 120 and 150, which are the predominate learning outcomes that should be addressed in each course?
- [Fashion] FCS 130 appears to be responsible for all the learning outcomes - having several courses have primary responsibility for a few learning outcomes can give more emphasis to those learning outcomes.
- [FCS] FCS 150 does seem to have responsibility for many of the PLOs. Is it possible to give some of this responsibility to another course or two?
- [InteriorD] FCS 115 has the responsibility for each of the PLOs. Having each course with responsibility for only a few PLOs can allow for greater exploration of these PLOs.
- Multi-year plan: Report stated plan was in process
- This is under construction by the department, not required for 2010-2011.
- PL is still determinig what a multi-year plan means. For FCS, there is a multi-year plan inferred by this report, in that every SLO is measured every year. This is sustainable, since the department has implemented this plan for the last ten years! Bravo! There may come a time when the department will want to create a calendar and collect data on selected outcomes each year, as opposed to all of them every year. This can be a discussion in the future.
- This multi-year plan is still being defined by the University. However, a multi-year plan is inferred from the fact that the department has ten years of data on the measures. If and how the program decides to "calendar" specific assessment measures for specific years, then that might fit what the university sees as a multi-year plan.
- Methods of Assessment: [ChildDev] Do you use rubrics or similar techniques to assess the portfolio and the research project? For the senior exit questions, this should be conducted by someone outside the department in order to give you valid evidence.
- [Dietetics] Overall, excellent job!! The measures are appropriate, and there are multiple direct measures for each outcome. An improvement could be gained if evaluators outside the FCS department are used. This wouold enhance the external validity of the data collected. In addition, it is unclear whether the original research project is evaluated by more than the

professor of the course. To gain both internal and external validity, a faculty member outside the course and in the department (internal) and someone outside the department (external) should be added in order to gain validity. You may wish to consider having someone from outside the department pose the senior exit questions, in order to allow students to speak more freely about their feedback. Again, this would improve the external validity of the results.

- [Fashion] Nice job. One way to improve would be to add an external reviewer to gain external validity.
- Do you have rubrics that you use with the professional portfolio? This would give greater consistency to the assessment scores.
- [FCS] Measures are appropriate, direct, and there are several for each SLO. The improvement suggested would be to increase external validity.
- [FoodMgmt] Great methods, multiple direct measures given. Improvement by adding an external evaluator (community professional or someone outside the department) would allow the department to gain external validity in the results (data collection).
- It would be good to see methods of assessment that pertain to the Nutrition program. Is there something that would be unique to this program in the way of assessment methods?
- Analysis of results: What does the data of your Outcomes Assessment Exam reveal for this Major?
- Analysis is planned and inferred, but no actual description of the analysis (interpretation of data) is given.
- Analysis is inferred, but no specific information on what the analysis revealed is given.
- Faculty do analyze results, but the specifics of that analysis is not included in the report.
- Conclusions, implications and recommendations: This is on your agenda for the 2011-2012 academic year.
- No specific recommendations are given, although a plan to review the data is described.
- No specific program improvements are described, but the process for determining them is described in the report.
- Planning Change Data is discussed by the faculty. However, no explanation of how the data is used is given, and it is not linked specifically to the results of the data, although a plan to use the data upon review by the faculty is described.
- Review of data and program changes are planned, but no specific recommendations linked to the data are given in the report.
- The report describes the process used to "close the loop" but no specific issues (changes) are mentioned in the report.