

HESC Master's Program Assessment
Student Learning Outcomes
2016

Every unit in the college has to have four student learning outcomes focused on (1) discipline specific knowledge, (2) problem solving, (3) critical thinking, and (4) communication (oral and written).

Student learning outcome 1: Students will master accurate and evidence-based knowledge appropriate to their area of concentration.

- a. for Human Development and Family Sciences, this will be able to apply and understand different theoretical and research based issues in human development and family systems; including being knowledgeable, sensitive and accepting of the diversity in the lived experiences of individuals and families;
- b. for Apparel Merchandising and Product Development this will be an understanding of the complex nature of the textiles and apparel industries, including how products are developed, produced, marketed and sold;
- c. for Human Nutrition this will be knowledge in the areas of scientific evidence based human nutrition and dietetics and for Hospitality Innovation this will be knowledge in the areas of food and beverage, lodging and tourism, events and management;
- d. for General HES master's students this will be demonstration of knowledge from a primary and secondary area.

Assessment:

- a. **Direct measures:**
 - i. for thesis students, assessment (see attached rubrics) of oral and written thesis proposal and defense
 - ii. for non-thesis students, assessment of written comprehensive exams (see attached rubric)
- b. **Acceptable and ideal targets:** It is acceptable that 75% of all students will perform at satisfactory (2.5) or higher level in the subject area portion of the rubric; it is ideal that 95% of all students will perform at satisfactory (2.5) or higher level in the subject area portion of the rubric
- c. **Key personnel:** committee members for each individual student; committees are comprised of graduate faculty
- d. **Summary of findings:**
 - i. Of the 9 graduating master's students, 4 were randomly selected for assessment. In content area 3 students scored 4 out of 4 (distinguished),

one scored 2.3 (slightly above Basic); acceptable target was met with 75% exceeding 2.5 in the subject area portion

Student learning outcome 2: Students will demonstrate the ability to identify and address complex problems in their area of concentration by forming solutions that are contextually appropriate, feasible, and relevant to public policy.

Assessment:

a. Direct measures:

- i. for thesis students, assessment (see attached rubrics) of written thesis proposal and defense*
- ii. for non-thesis students, assessment of written comprehensive exams (see attached rubric)*

b. Acceptable and ideal targets: *It is acceptable that 75% of all students will perform at satisfactory (2.5) or higher level in item 4 of the written assessment; it is ideal that 95% of all students will perform at satisfactory or higher level*

c. Key personnel: *committee members for each individual student; committees are comprised of graduate faculty*

d. Summary of findings:

Student learning outcome 3: Students will be able to critically analyze, evaluate, and synthesize information, ideas, and beliefs in the process of forming conclusions and solutions to complex issues and problems appropriate to their area of concentration.

Assessment:

a. Direct measures:

- i. for thesis students, assessment (see attached rubrics) of oral and written thesis proposal and defense*
- ii. for non-thesis students, assessment of written comprehensive exams (see attached rubric)*

b. Acceptable and ideal targets: *It is acceptable that 75% of all students will perform at satisfactory (2.5) or higher level in item 4 of the written assessment; it is ideal that 95% of all students will perform at satisfactory or higher level*

c. Key personnel: *committee members for each individual student; committees are comprised of graduate faculty*

d. Summary of findings:

Student learning outcome 4: Students will demonstrate proficient communication

- a. be able to demonstrate appropriate interpersonal and oral communication skills to a variety of audiences.

Assessment:

a. Direct measures:

- i. for thesis students, assessment (see attached rubrics) of oral thesis proposal and defense
- ii. for non-thesis students, assessment of oral comprehensive exams (see attached rubric)

b. Acceptable and ideal targets: It is acceptable that 75% of all students will perform at “meets expectations” (2) or higher level in the communications portions of the oral rubrics and ; it is ideal that 95% of all students will perform at “meets expectations” (2) or higher level

c. Key personnel: committee members for each individual student; committees are comprised of graduate faculty

d. Summary of findings:

- b. be able to demonstrate appropriate written communications.

Assessment:

e. Direct measures:

- i. for thesis students, assessment (see attached rubrics) of written thesis proposal and defense
- ii. for non-thesis students, assessment of written comprehensive exams (see attached rubric)

f. Acceptable and ideal targets: It is acceptable that 75% of all students will perform at “meets expectations” (2) or higher level of item 3 of the written rubrics and ; it is ideal that 95% of all students will perform at satisfactory or higher level

g. Key personnel: committee members for each individual student; committees are comprised of graduate faculty

h. Summary of findings:

Student learning outcome 5: Thesis master students will demonstrate ability to design, implement and analyze research appropriate to their area of concentration; non-thesis master students will demonstrate an understanding of research methods and design appropriate to their area of concentration.

Assessment:

- a. **Direct measures:**
 - i. for thesis students, assessment (see attached rubrics) of oral and written thesis proposal and defense
 - ii. for non-thesis students, assessment of written comprehensive exams (see attached rubric) on questions pertaining to research methods and design
- b. **Acceptable and ideal targets:** It is acceptable that 75% of all students will perform at satisfactory (2.5) or higher level; it is ideal that 95% of all students will perform at satisfactory (2.5) or higher level
- c. **Key personnel:** committee members for each individual student; committees are comprised of graduate faculty
- d. **Summary of findings:**

Master's Student Oral Comprehensive Exam Grading Rubric

Student: _____

Completed by: _____ Date: _____

<i>Criteria</i>	<i>Score</i>			
Organization	Distinguished -- Extremely well organized.	Proficient -- Generally well organized.	Basic -- Somewhat organized.	Unacceptable -- Poor or non-existent organization.
	Distinguished -- Presents information in logical, interesting sequence which audience can follow.	Proficient -- Most information presented in logical sequence; a few minor points may be confusing.	Basic -- Jumps around topics. Several points are confusing.	Unacceptable -- Presentation is choppy and disjointed; no apparent logical order of presentation.
Content: Depth and Accuracy	Distinguished --Provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues.	Proficient --Explanations of concepts and theories are mostly accurate and complete. Some helpful applications of theory are included.	Basic --Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie in theory. There is a great deal of information that is not connected to the presentation thesis.	Unacceptable --No reference is made to literature or theory. Thesis not clear; information included that does not support thesis in any way.
Use of Language: Grammar, Word Choice, Voice	Distinguished --Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence; speaker is clearly comfortable in front of the group.	Proficient --Clear articulation but not as polished; slightly uncomfortable at times. Most can hear presentation.	Basic --Audience occasionally has trouble hearing the presentation; seems uncomfortable.	Unacceptable --Speaker is obviously anxious and cannot be heard or is monotone with little or no expression.
Number in each category	Distinguished	Proficient	Basic	Unacceptable
Sum in each category	Distinguished = 4	Proficient = 3	Basic = 2	Unacceptable = 1

Final Score: _____

Master's Student Proposal Presentation Grading Rubric

Student: _____

Completed by: _____ Date: _____

<i>Criteria</i>	<i>Score</i>			
Organization	Distinguished	Proficient	Basic	Unacceptable
	-- Extremely well organized.	-- Generally well organized.	-- Somewhat organized.	-- Poor or non-existent organization.
	Distinguished	Proficient	Basic	Unacceptable
	-- Introduces the purpose of the presentation clearly and cogently.	-- Introduces the purpose of the presentation clearly.	-- Introduces the purpose of the presentation.	-- Does not clearly introduce the purpose of the presentation.
	Distinguished	Proficient	Basic	Unacceptable
	-- Effectively includes smooth, clever transitions, which are succinct but not choppy, in order to connect key points.	-- Includes transitions to connect key points but better transitions from idea to idea are needed.	-- includes some transitions to connect key points but There is difficulty in following presentation.	--Uses no or ineffective transitions that rarely connect points.
Distinguished	Proficient	Basic	Unacceptable	
-- Presents information in logical, interesting sequence which audience can follow.	-- Most information presented in logical sequence; a few minor points may be confusing.	-- Jumps around topics. Several points are confusing.	-- Presentation is choppy and disjointed; no apparent logical order of presentation.	
Distinguished	Proficient	Basic	Unacceptable	
-- Ends with an accurate conclusion showing thoughtful, strong evaluation of the research-based evidence presented.	-- Ends with a summary of main points showing some evaluation of the research-based evidence presented.	-- Ends with a summary or conclusion; little evaluation of content based on research evidence.	-- Ends without a summary or conclusion.	
Content: Depth and Accuracy	Distinguished	Proficient	Basic	Unacceptable
	--Provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues.	--Explanations of concepts and theories are mostly accurate and complete. Some helpful applications of theory are included.	--Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie in theory. There is a great deal of information that is not connected to the presentation thesis.	--No reference is made to literature or theory. Thesis not clear; information included that does not support thesis in any way.

	Distinguished	Proficient	Basic	Unacceptable
	--Provides evidence of extensive and valid research with multiple (you provide number) and varied sources.	--Presents evidence of valid research with multiple sources.	--Presents evidence of research with sources.	--Presents little or no evidence of valid research.
	Distinguished	Proficient	Basic	Unacceptable
	--Combines, integrates and evaluates existing ideas to form new and original insights	--Combines existing ideas to form new insights	--Combines existing ideas.	--Shows little evidence of the combination of ideas.
	Distinguished	Proficient	Basic	Unacceptable
	--Information completely accurate; all names and facts were precise and explicit.	--No significant errors are made; a few inconsistencies or errors in information.	--Enough errors are made to distract a knowledgeable listener, but some information is accurate.	--Information included is sufficiently inaccurate that the listener cannot depend on the presentation as a source of accurate information.
	Distinguished	Proficient	Basic	Unacceptable
	--Level of presentation is appropriate for the audience.	--Level of presentation is generally appropriate.	--Portions of presentation are too elementary or too sophisticated for audience.	--Presentation consistently is too elementary or too sophisticated for the audience.
<i>Research Effort</i>	Distinguished	Proficient	Basic	Unacceptable
	--Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized more than eight types of resources to make project effective.	--Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project; at times took the initiative to find information outside of school.	--Used the material provided in an acceptable manner, but did not consult any additional resources.	--Did not utilize resources effectively; did little or no fact gathering on the topic.
<i>Creativity</i>	Distinguished	Proficient	Basic	Unacceptable
	--Uses the unexpected to full advantage; very original, clever, and creative approach that captures audience's attention.	--Some originality apparent; clever at times; good variety and blending of materials/media.	--Little or no variation; a few original touches but for the most part material presented with little originality or interpretation.	-- Bland, predictable, and lacked "zip." Repetitive with little or no variety; little creative energy used.

***Use of Communication Aids (e.g.,
Transparencies, Slides, Posters,
Handouts, Computer-Generated
Materials)***

Distinguished	Proficient	Basic	Unacceptable
--Graphics are designed to reinforce presentation thesis and maximize audience understanding; use of media is varied and appropriate with media not being added simply for the sake of use.	--While graphics relate and aid presentation thesis, media are not as varied and not as well connected to presentation thesis.	-- Occasional use of graphics that rarely support presentation thesis; visual aids were not colorful or clear. Choppy, time wasting use of multimedia; lacks smooth transition from one medium to another.	--Student uses superfluous graphics, no graphics, or graphics that are so poorly prepared that they detract from the presentation.

Distinguished	Proficient	Basic	Unacceptable
--Visual aids were colorful, contrasting, and large enough to be seen by all, even those in back of the class	--Font size is appropriate for reading. Some visual aids.	--Font is too small to be easily seen. Few visual aids.	--Font is too small to be easily seen, No visual aids.

Distinguished	Proficient	Basic	Unacceptable
--Media are prepared in a professional manner. Details are minimized so that main points stand out.	--Appropriate amount of information is prepared. Some material is not supported by visual aids.	--Communication aids are poorly prepared or used inappropriately. Too much information is included. Unimportant material is highlighted.	--Use of blurry graphics.

Distinguished	Proficient	Basic	Unacceptable
--Presentation has no misspellings or grammatical errors.	--Presentation has no more than two misspellings and/or grammatical errors.	--Presentation has three misspellings and/or grammatical errors.	--Presentation has four or more spelling errors and/or grammatical errors.

Audience Response

Distinguished	Proficient	Basic	Unacceptable
--Involved the audience in the presentation; held the audience's attention throughout.	--Presented facts with some interesting "twists"; held the audience's attention most of the time.	--Some related facts but went off topic and lost the audience.	--Incoherent; audience lost interest.

***Use of Language: Grammar, Word
Choice, Voice***

Distinguished	Proficient	Basic	Unacceptable
--Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence; speaker is clearly comfortable in front of the group.	--Clear articulation but not as polished; slightly uncomfortable at times. Most can hear presentation.	--Audience occasionally has trouble hearing the presentation; seems uncomfortable.	--Presenter is obviously anxious and cannot be heard or is monotone with little or no expression.

Distinguished	Proficient	Basic	Unacceptable
--Correct, precise pronunciation of terms.	--Student pronounces most words correctly.	--Student incorrectly pronounces terms.	--Student mumbles, incorrectly pronounces terms.

	Distinguished	Proficient	Basic	Unacceptable
	--Selects rich and varied words appropriate for context and uses correct grammar.	--Selects words appropriate for context and uses mostly correct grammar.	--Selects some words inappropriate for context; uses some incorrect grammar.	--Selects many words inappropriate for context; Uses much incorrect grammar.
	Distinguished	Proficient	Basic	Unacceptable
	--Sentences are complete and grammatical, and they flow together easily. Words are chosen for their precise meaning.	--For the most part, sentences are complete and grammatical, and they flow together easily. With a few exceptions, words are chosen for their precise meaning.	--Can follow the presentation, but some grammatical errors and use of slang are evident. Some sentences are incomplete/ halting, and/or vocabulary is somewhat limited or inappropriate.	-- Audience cannot focus on the ideas presented because of errors with grammar and inappropriate vocabulary.
<i>Eye Contact</i>	Distinguished	Proficient	Basic	Unacceptable
	--Maintains eye contact; seldom returns to notes; presentation is like a planned conversation.	-- Maintains eye contact most of the time but frequently returns to notes.	--Some eye contact, but not maintained and at reads at least half the time.	-- Reads all or most of the time with no eye contact.
<i>Personal Appearance</i>	Distinguished	Proficient	Basic	Unacceptable
	--Personal appearance is completely appropriate for the occasion and the audience, not distracting.	--For the most part, personal appearance is appropriate for the occasion and the audience.	--Personal appearance is somewhat inappropriate for the occasion and audience.	--Personal appearance is inappropriate for the occasion and audience, is distracting.
<i>Length of Presentation</i>	Distinguished	Proficient	Basic	Unacceptable
	--Appropriate length	-- Could have added additional information to lengthen presentation	-- Needs more information to make an appropriate length presentation	-- Too short to give adequate information
<i>Number in each category</i>	Distinguished	Proficient	Basic	Unacceptable
<i>Sum in each category</i>	Distinguished = 4	Proficient = 3	Basic = 2	Unacceptable = 1

Final Score (96 maximum points): _____