



North Carolina A & T State University

Review & Critique of Assessment Report 2005-2006

INTERIM ASSOCIATE VICE CHANCELLOR
FOR ACADEMIC AFFAIRS/
INSTITUTIONAL PLANNING,
ASSESSMENT AND RESEARCH

Department/Program: Family and Consumer Sciences

School/College: Agriculture and Environmental Sciences

Chair/Director: Dr. Gladys Shelton; Dr. Thurman Guy, Assessment Committee Coordinator

Date: December 18, 2006

Comments:

See the tracked document sent electronically for the details of the requested revisions.

Strategic Plan

Some of the information provided in one category actually belongs in another. For example, in Goal 1, the Administration of Assessment section (1.1.D.) includes Assessment Procedures, which should be included in section 1.1.D. The *title* of the person responsible for administering the assessment is all that is needed for 1.1.D.

Sections III-VI

The report makes excellent use of tables to display data and present information. In fact, we are revising the assessment outline we provide department chairs to incorporate the use of tables for much of the data requested in sections III-VI, following your examples. The revisions in this section are minor. Please check the cumulative totals in tables 43 and 44.

Forms A-D

The detailed critique of the first two degree programs applies also to the other four degree programs. (Forms A-D are missing for the M.S. Food and Nutritional Sciences. Please provide them in the revised document.

Overall, the student learning outcomes are well stated for each degree program. However, they should be strengthened by providing some examples of the specific kinds of learning experiences, written assignments, reports, etc. students will be expected to complete. On forms B and C, include the level of proficiency faculty expect of students. For example: For the FCS courses, it might be that 75% of students are expected to pass the course with a "C" grade, or better. On the Praxis I, perhaps it's an 85% pass rate. If you didn't have an expected standard in 2005-2006, you can discuss on Form D the recognition that faculty should establish expected standards and that they will be addressing this issue. Then follow through.

B.S. Child Development and Family Studies (Non-Licensure)

The use of findings section (Form D) should cover what you have done, or plan to do, in response to findings from the measurements (forms B and C) that are used to assess the student learning outcomes stated in Form A. However, the plans you describe on Form D do not relate to the student learning outcomes on Form A. See the comments in the report.