



**College of Human Sciences**  
**Design, Housing and Merchandising**  
**Assessment Report Form 2015-2016**

**Date of Report:** 9/8/2016

**Name of Person Submitting Report:** [Gina Peek](#)

**A. Program Information:**

**Assessment Coordinator's Name:** Gina Peek

**Assessment Coordinator's Email Address:** [gina.peek@okstate.edu](mailto:gina.peek@okstate.edu)

**Number of students enrolled in the program 2015-2016:**

	<a href="#">MS</a>
Fall 2015	6
Spring 2016	6

**Number of students graduated in 2015-2016:** [Click here to type the number of graduates.](#)

[Master's: 1 \(Mostakim Tanjil, Spring 2016\)](#)

**B. Program Mission Statement**

**In the box below, provide the mission statement for the program.**

*The mission statement, educational objectives, and goals for program should guide the assessment process. The mission statement should align with department, college, and institutional mission statements.*

[To be recognized leaders in Technology & Sustainable Design in partnership with industry and community.](#)

**C. University Assessment Funds**

**Were university assessment funds used by the department/program for assessment activities?** ☐Yes ☒No

*If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.*

[N/A](#)

**D. Student Learning Outcomes**

On the pages that follow, list the Student Learning Outcomes associated with the program identified in this assessment form.

**D1) Student Learning Outcome #1:** Following completion of a Master's program, students are able to search, evaluate, summarize, and interpret the findings of relevant research and design literature, using analytical skills.

**Identify opportunities for students to learn this outcome during the 2015-2016 academic year:**

*For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.*

- Thesis proposal and oral defense:
  - Summer 2016: Abby Van Duesen
  - Spring 2016: Mostakim Tanjil
  - Spring 2016: Alisa Wei
  - Spring 2016: Marcy Montgomery
- Thesis and oral defense
  - Spring 2016: Mostakim Tanjil

**How many students were included in the assessment of this outcome?**

All DHM master's students are required to successfully complete a written proposal and oral defense and thesis; 4 total students participated.

**How were students selected to participate in the assessment of this outcome?**

All DHM master's students are required to successfully complete a written proposal and oral defense and thesis.

#### Assessment Methods

*Identify the method(s) used to assess this learning outcome. Check all that apply.*

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Survey  | <input type="checkbox"/> Benchmarking   | <input type="checkbox"/> Performance or jury                      |
| <input type="checkbox"/> Rating of skills (e.g., rubrics)                      | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts              | <input type="checkbox"/> Review of thesis/dissertation/ creative component          | <input type="checkbox"/> Review of student research               |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project   | <input type="checkbox"/> Other (please specify):                  |
| <input checked="" type="checkbox"/> Oral presentation                          | <input type="checkbox"/> Internship   | <a href="#">Click here to specify.</a>                            |
| <input type="checkbox"/> Course project  | <input type="checkbox"/> Interviews   |   |
| <input type="checkbox"/> Satisfaction Survey                                   |   |   |

**Describe the how the assessment method was implemented, administered, and/or conducted.**

Master's proposal and thesis: Student's advisory committee evaluate the proposal and thesis.

**Did your department/program faculty have a goal set for this learning outcome?** ☐ Yes ☒ No

*For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.*

*If yes, click here to describe the goal set for this learning outcome.*

**Provide a summary of the results from the assessment of Learning Outcome 1.**

*Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.*

[Click here to type the results of the assessment for Learning Outcome 1.](#)

**What do the results suggest about student achievement of this learning outcome?**

Students were able to complete a written thesis proposal/oral defense and written thesis/oral defense.

**Timeline for the Assessment**

*Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.*

☐ Each Semester

☐ Yearly

☐ Every other year

☒ Other (please specify): If the assessment of Learning Outcome 1 occurs on a cycle or rotation, click [here](#) to describe and provide the rationale.

Proposal and thesis defense: Final semester

**D2) Student Learning Outcome #2:** Following completion of a Master's program, students are able to use research results to develop research or project objectives, to generate sound proposals, and for problem solving, data handling, and/or statistical analyses.

**Identify opportunities for students to learn this outcome during the 2015-2016 academic year:**

*For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.*

[Same as Learning Outcome #1](#)

**How many students were included in the assessment of this outcome?**

[Same students as measured by in Learning Outcome #1](#)

**How were students selected to participate in the assessment of this outcome?**

[Same students as measured by in Learning Outcome #1](#)

#### Assessment Methods

*Identify the method(s) used to assess this learning outcome. Check all that apply.*

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Survey  | <input type="checkbox"/> Benchmarking   | <input type="checkbox"/> Performance or jury                      |
| <input type="checkbox"/> Rating of skills (e.g., rubrics)                      | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> Analysis of written artifacts              | <input type="checkbox"/> Review of thesis/dissertation/ creative component          | <input type="checkbox"/> Review of student research               |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project   | <input type="checkbox"/> Other (please specify):                  |
| <input checked="" type="checkbox"/> Oral presentation                          | <input type="checkbox"/> Internship   | <a href="#">Click here to specify.</a>                            |
| <input type="checkbox"/> Course project  | <input type="checkbox"/> Interviews   |   |
| <input type="checkbox"/> Satisfaction Survey                                   |   |   |

**Describe the how the assessment method was implemented, administered, and/or conducted.**

[Same as Learning Outcome #1](#)

**Did your department/program faculty have a goal set for this learning outcome?** ☐ Yes ☒ No

*For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.*

*If yes, click here to describe the goal set for this learning outcome.*

**Provide a summary of the results from the assessment of Learning Outcome 2.**

*Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.=*

**What do the results suggest about student achievement of this learning outcome?**

[Same as Learning Outcome #1.](#)

#### Timeline for the Assessment

*Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.*

- |   |                                 |   |
|---|---------------------------------|---|
| <input type="checkbox"/> Each Semester  | <input type="checkbox"/> Yearly | <input type="checkbox"/> Every other year |
| <input checked="" type="checkbox"/> Other (please specify): Same as Student Learning Outcome #1 |                                 |   |

**D3) Student Learning Outcome #3:** Following completion of a Master's program, students are able to present and/or disseminate research and design findings, solutions, information, and/or materials in an articulate manner, using oral, visual, and writing skills to facilitate understanding to appropriate audiences.

**Identify opportunities for students to learn this outcome during the 2015-2016 academic year:**

*For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.*

[Same as Learning Outcome #1.](#)

**How many students were included in the assessment of this outcome?**

[Same students as measured by in Learning Outcome #1.](#)

**How were students selected to participate in the assessment of this outcome?**

[Same students as measured by in Learning Outcome #1.](#)

#### Assessment Methods

*Identify the method(s) used to assess this learning outcome. Check all that apply.*

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Survey   | <input type="checkbox"/> Benchmarking   | <input type="checkbox"/> Performance or jury                      |
| <input type="checkbox"/> Rating of skills (e.g., rubrics)                         | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input checked="" type="checkbox"/> <a href="#">Analysis of written artifacts</a> | <input type="checkbox"/> Review of thesis/dissertation/ creative component          | <input type="checkbox"/> Review of student research               |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s)    | <input type="checkbox"/> Capstone project   | <input type="checkbox"/> Other (please specify):                  |
| <input checked="" type="checkbox"/> <a href="#">Oral presentation</a>             | <input type="checkbox"/> Internship   | <a href="#">Click here to specify.</a>                            |
| <input type="checkbox"/> Course project   | <input type="checkbox"/> Interviews   |   |
| <input type="checkbox"/> Satisfaction Survey                                      |   |   |

**Describe the how the assessment method was implemented, administered, and/or conducted.**

[Same as Learning Outcome #1.](#)

**Did your department/program faculty have a goal set for this learning outcome?** ☐ Yes ☒ No

*For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.*

If yes, click here to describe the goal set for this learning outcome.

**Provide a summary of the results from the assessment of Learning Outcome 3.**

*Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.*

[Click here to type the results of the assessment for Learning Outcome 3.](#)

**What do the results suggest about student achievement of this learning outcome?**

[Students were able to complete a written thesis proposal/oral defense and written thesis/oral defense.](#)

#### Timeline for the Assessment

*Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.*

- |   |                                 |   |
|---|---------------------------------|---|
| <input type="checkbox"/> Each Semester  | <input type="checkbox"/> Yearly | <input type="checkbox"/> Every other year |
| <input checked="" type="checkbox"/> <a href="#">Other (please specify): Same as Student Learning Outcome #1</a> |                                 |   |

## **E. Summary of Assessment Results**

**Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.**

*What did the assessment reveal? What do faculty interpret the results to mean? What do the results suggest about the curriculum, teaching practices, and/or student achievement of the program learning outcomes?*

Click here to enter overall assessment results and description of program faculty members' interpretation of the assessment results.

## **F. Dissemination of Results**

**Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.**

Master's: Student's advisory committee independently review and score the proposal, thesis, and oral presentations.

**Describe the process for sharing and discussing assessment results with program faculty.**

None

## **G. Program Improvements Based on Assessment**

**Based on the findings of this assessment, what changes are being considered or planned for the program?**

*Describe the actions that will be taken as a result of the discussion of the assessment evidence.*

DHM will align the Master's Learning outcomes with the three PhD Learning Outcomes.

**Based on the findings of this assessment, what (if any) changes are planned for the assessment process?**

*For example, are there additional assessment data that may need to be collected? Are changes to the program assessment plan warranted?*

DHM will use the attached rubrics to evaluate proposal, thesis, and oral presentations (instead of only using pass/fail form provided by graduate college.

**Describe the process for implementing these changes/planned program improvements.**

Plan will be implemented Fall 2016 onward.

## **H. Assessment Tools**

**Please provide a copy of any assessment tools (questionnaire, scale, interview questions, etc.) here.**

**Oklahoma State University**  
**Department of Design, Housing & Merchandising**

**Rubric for Assessment of Written Communication in College of Human Sciences Graduate Programs**

	Skill	1	2	3	4	5
1	Content	Topic is poorly developed; support is only vague or general; ideas are trite; wording is unclear, simplistic; reflects lack of understanding of topic and audience; minimally accomplishes goals of the assignment.		Topic is evident; some supporting detail; wording is generally clear; reflects understanding of topic and audience; generally accomplishes goals of the assignment.		Topic/thesis is clearly stated and well developed; details/wording is accurate, specific, appropriate for the topic and audience, with no digressions; evidence of effective, clear thinking; completely accomplishes the goals of the assignment.
2	Organization	Most paragraphs are rambling and unfocused; no clear beginning or ending paragraphs; inappropriate or missing sequence markers.		Most paragraphs are focused; discernible beginning and ending paragraphs; some appropriate sequence markers.		Paragraphs are clearly focused and organized around a central theme; clear beginnings and ending paragraphs; appropriate, coherent sequences and sequence markers.
3	Style and mechanics	<p>Inappropriate or inaccurate word choice; repetitive words and sentence types; inappropriate or inconsistent point of view and tone.</p> <p>Frequent non-standard grammar, spelling, punctuation interferes with comprehension and writer's credibility.</p> <p>Intext and ending documentation are generally inconsistent and incomplete; cited information is not incorporated into the document.</p>		<p>Generally appropriate word choice; variety in vocabulary and sentence types; appropriate point of view and tone.</p> <p>Some non-standard grammar, spelling, and punctuation; errors do not generally interfere with comprehension or writer's credibility.</p> <p>Intext and ending documentation are generally clear, consistent, and complete; cited information is somewhat incorporated into the document.</p>		<p>Word choice appropriate for the task; precise, vivid vocabulary; variety of sentence types; consistent and appropriate point of view and tone. Standard grammar, spelling, punctuation; no interference with comprehension or writer's credibility.</p> <p>Intext and ending documentation are clear, consistent, and complete; cited information is incorporated effectively into the document.</p>

**Oklahoma State University**  
**Department of Design, Housing & Merchandising**

**DHM Master's Thesis Synthesis Rubric**

	Characteristics	1	2	3	4	5
1	Devises new intellectual insights inspired by readings (puts parts together to form a new whole)	Provides information taken directly from the readings with little further elaboration, application, analysis, or synthesis		Exhibits good insights into and/or understanding of the 'question' posed. Discussion extends beyond an understanding of the facts to include application or analysis of the materials. Moves toward creation of new meaning or structure but fails to generate new insights or creative thought.		Asks provocative questions that extend beyond the 'posed question' to include original and creative thinking. Makes insightful, critical (evaluative) comments. Contributes new information and/or insights, builds a structure or pattern from diverse elements with emphasis on creating new meaning or structure.
2	Shows logical pathway followed to reconstruct and/or generate new insights	Written comment does not demonstrate clearly articulated logic to explain pathway followed to generate new insights. Unclear and/or lack of well-articulated pathway followed in generation of new structure and/or insights.		Some evidence of logical pattern of thought. Fails to clearly, completely, and consistently articulate logical pathway toward generation of new structure and/or insights.		Clear articulation of logical pathway taken in generation of new structure and/or insights. Discussion logically builds toward conclusion using an insightful approach.
3	Conclusion(s) clearly flow(s) from logical analysis.	Conclusions do not logically follow pathway of thought expressed in written communication.		Articulation of conclusion(s) does not appear completely logical in light of the preceding information. Flow and depth of thoughts are not adequate or complete, resulting in conclusions that are not insightful.		Conclusions are articulated logically, following pathway of thought evident and written communication. Conclusion(s) 'make(s) sense' given the preceding discussion. Written communication shows the depth of thought employed to pose insightful conclusions.



**Oklahoma State University**  
**Department of Design, Housing & Merchandising**

**DHM Master's Thesis Analysis Rubric**

		Level of Achievement				
Characteristics		1	2	3	4	5
1	Breaks down materials into components per given question or issue	No breakdown of material into component parts		Correct identification of some components		Correct and complete identification of components
2	Distinguishes between facts and inferences	Consistently confuses facts and/or inferences		Some confusion evident over distinction between facts and inferences		Written communication clearly, correctly, and consistently distinguishes between facts and inferences
3	Provides relevant supporting data and/or information for stated perspective	Does not provide relevant, convincing data and information to support stated perspective		Provides incomplete and/or irrelevant data and information to support stated perspective		Provides ample, relevant, convincing data and other information to support stated perspective
4	Engages in comparison/contrast through thorough differentiation	Not able to differentiate to provide a meaningful comparison or contrast discussion		Provides comparison/contrast that is not sufficiently thorough, complete, and/or in – depth		Written communication provides ample evidence of ability to differentiate and provide a meaningful, complete comparison and/or contrast discussion
5	Appears to be intellectually sound parentheses sound (logical flow of ideas)	Does not appear to be intellectually sound; little evidence of logical reasoning and flow of ideas		Written communication evidences insufficient intellectual soundness, through logical reasoning, and flow of ideas (inconsistent, insufficient depth, etc.)		Written communication evidences intellectual soundness, through logical reasoning and flow of ideas
6	Provides relevant conclusion(s)	Conclusion does not flow logically from proceeding written communication; evidence not provided to support stated generalizations		Conclusions inconsistently follow logically from preceding written communication; insufficient and/or irrelevant evidence is provided		Conclusions flow logically from preceding written communication; ample, relevant evidence is provided to support stated generalizations