

College of Human Environmental Sciences
ASSESSMENT PLAN
January 2000

The College of Human Environmental Sciences (CHES) has an established assessment task force with representatives from each of the departments. Representatives from each academic department as well as a representative from the Bureau for Social Research (BSR) and Academic Research Services, including Career Services, participate in task force activities. The group meets regularly to coordinate assessment activities and develop a systematic approach to assessment at four major points: entry level, mid-level, post-baccalaureate level and graduate level. This approach enables common analysis of competencies across the college, with specific attention to department and program competencies. Members of the task force attend the annual Assessment Forum of the American Association of Higher Education and report best practice approaches for incorporation in the CHES plan. The College has made a concerted effort to promote effort to promote effective assessment strategies, including faculty development programs featuring nationally recognized experts on assessment principles and practical application.

Degree Programs

B.S. and M.S. degrees in each of the four departments:
Design, Housing and Merchandising (DHM), Family Relations and Child Development (FRCD),
Hotel and Restaurant Administration (HRAD), Nutritional Sciences (NSCI)
Ph.D. in Human Environmental Sciences (HES)

Missions, Goals and/or Objectives

The **College of Human Environmental Sciences** is committed to excellence in studying the interaction of people with their environments, the College of Human Environmental Sciences develops effective professionals, engaged citizens, and visionary leaders who serve the physical, social and economic needs of people.

Goal: To create for CHES students a caring environment that enriches personal development, fosters discovery of knowledge, offers leadership experiences, and prepares for professional careers.

Objects: Recruit and retain outstanding undergraduate and graduate students from diverse backgrounds, Strengthen educational experience of all students, Enhance learning through application of new knowledge, Strengthen physical infrastructure, Strengthen involvement in distance learning, Serve professional/industry development needs.

Mission statements for individual departments are included in the attached assessment plans for each program.

Desired Outcomes For All CHES Undergraduate Students

B.S General Competencies:

- Basic knowledge and skills of the field
- Knowledge and skills applied to industry/profession
- Creative problem-solving and initiative
- Critical thinking
- Leadership/management and entrepreneurial skills
- Professionalism, including ethics, integrity and responsibility
- Written and verbal communication skills
- Skills for life-long learning
- Technology skills appropriate to industry/profession
- Global/multicultural awareness
- Experience with and appreciation of a diverse workplace
- Commitment to building and enhancing communities
 - Volunteerism

Desired Outcomes For All CHES Graduate Students

M.S. competencies are currently being developed

Ph.D. Competencies:

Generating Knowledge (research and other forms of creative scholarship, etc.)

- Search the research literature and summarize findings for formulation of research question
- Develop research objectives and plan methods to meet objectives
- Develop sound proposals using appropriate research methodology, research instruments, techniques and analyses (quantitative and qualitative)
- Plan and conduct research, including problem-solving, data handling and statistical analyses
- Interpret data appropriately and determine implications
- Engage in collaborative teaming to plan and conduct research
- Disseminate findings to appropriate audiences (i.e. presentation followed by manuscript for peer review followed by integration with instruction and outreach programming)
- Critique manuscripts using analytical skills for effective evaluation

Resource Generation (grants, contracts, development, etc.)

- Identify appropriate sources of funding
- Develop sound proposals targeted to meet the interests of funding sources and identify expected impact
- Develop budget
- Critique proposals using analytical skills for effective evaluation
- Engage in collaborative learning to develop fundable proposals

Sharing Knowledge (classroom instruction, providing training, etc.)

- Present educational and/or training materials in an effective manner to facilitate learning
- Assess student learning and educational experiences
- Apply learning theory/educational pedagogy to plan and organize course/workshop
- Write sound proposals, abstracts and manuscripts related to instruction/training
- Engage in collaborative teaming to facilitate learning
- Understand the fundamentals of critical thinking and creative problem solving and learn practical strategies for engaging student thinking
- Mentor in a one-on-one situation

Community Engagement (outreach, cooperative extension, professional organizations, public policy, etc.)

- Develop program objectives, plan for implementation and evaluation
- Present educational sessions to a variety of audiences
- Assess audience learning, including impact on audience behavior
- Work effectively as member of a team to plan and/or deliver outreach programs
- Solve problems creatively
- Communicate priorities and technical information to policy makers
- Advocate for relevant legislation or policy for positive change in society
- Influence the strategic direction of professional organization

College Level Assessment Methods and Analysis

Entry Level Assessment: Entering students are assessed for factors related to persistence and academic success using the College Student Inventory. This intervention strategy focuses on social and academic integration of students into the college community. The instrument contains 19 different scales organized into five main categories: Academic Motivation, Social Motivation, General Coping Skills, and Receptivity to Support Services and Initial Impression. Student information is analyzed and compiled into interpretive reports. This information becomes the centerpiece of student-advisor conferences. The CSI is administered to entering undergraduate students in the required HES1111 orientation course. Results of the inventories were individually reviewed with students by the course instructors and then placed in students' records at the departmental level to be used by academic advisors.

The California Critical Thinking Disposition Inventory (CCTDI), which measures student inclination toward thinking critically, is also administered in HES1111. The tool has 75 items with attitudinal scales in the areas of truthseeking, openmindedness, analyticity, systematicity, self-confidence, inquisitiveness and cognitive maturity. Inventories are scored and interpreted according to test manual information.

Mid-Level Assessment: The CCTDI is also administered to students enrolled in the HES 3002 core course. Students typically take this course the first or second semester of their junior year, therefore, should have completed most of the general education requirements. This will allow longitudinal comparison of dispositions between students at entry and mid-level to identify changes in inclination toward thinking critically.

In addition, the California Critical Thinking Skills Test (CCTST) is administered to measure student ability for purpose, self-regulatory judgment at this level. The 34-item tool includes inductive and deductive scales as well as those in the categories of analysis, inference and evaluation. Tests were scored and recorded making possible future analysis of relationships between critical thinking disposition and skills.

Post-baccalaureate Level Outcomes Assessment: Telephone surveys are conducted for undergraduate alumni at one year and five years post graduation. Common college questions as well as items specific to departmental and program competencies are included. Results are provided by the Bureau of Social Research in the form of frequencies, means and standard deviations. The assessment task force reviews college-wide data and specific departmental data are provided to each department for analysis.

Graduate Level Outcomes Assessment: A telephone survey has been developed and piloted for M.S. level alumni and will be revised to include Ph.D. graduates in the spring of 2000. This survey contains questions related to employment and includes common questions that assess basic competencies of all programs. Data are analyzed and interpreted in the same manner as the undergraduate survey.

Department and Program Specific Outcomes Assessment Methods: Each degree program uses additional methods to evaluate student learning outcomes. These methods to evaluate student learning outcomes. These methods are described in detail in the attached assessment plans. Additional methods include senior surveys, exit interviews, embedded assessment in capstone courses, internship evaluation, and portfolio review.

How Data will be Used to Improve Student Learning

The overall goal of CHES assessment activities is to analyze curriculum and methods of instructional delivery to improve competencies and preparation of graduates. Data collected through assessment activities are used in making curricular revisions to achieve this goal.

Examples of planned and implemented changes from departments:

DHM: development and implementation of new sophomore portfolio review process, incorporation of new technologies and equipment in design and production courses, earlier preparation for internships, development and introduction of new course and laboratory exercises.

FRCD: deletion of various undergraduate degree programs and graduate specialization's, addition of gerontology specialization, implementation of undergraduate professional capstone course, implementation of five year course rotation, development of more flexible degree plans, incorporation of additional computer/word processing requirements, inclusion of grant writing skills in writing requirement.

HRAD: shift from degree options to professional options, enhancement of course offerings based on management of the University hotel and inclusion of labs using Center for International Trade and Development, creation of a second work requirement, development of hospitality industry specific business courses, embedding of professional certification qualifications in course

NSCI: addition of a separate discussion sections for several courses, addition of new course with assessment and counseling emphasis, addition of a new course in management, stronger emphasis by instructors regarding outcomes based research, program evaluation and health care delivery systems.

Assessment Plan

Department of Design, Housing and Merchandising

The mission of the Department of Design, Housing and Merchandising is to continually improve the development and delivery of future oriented instruction, research and outreach programs in design, housing and merchandising. DHM programs focus on the individual-environment interaction, and are globally oriented, scientifically based while enhancing quality of life in a socially responsible manner.

Desired Student Outcomes

Departmental Learning Outcomes

Awareness of the interdependent nature of the global economy
Forms of leadership and personal leadership style
Importance of the near environment to quality of life and human wellness
Sensitivity to ethical aspects of decision-making process; develop personal code of ethics
Value of teamwork in creative solutions to problems
Critical thinking and problem solving processes
Ability to communicate ideas logically and succinctly in oral, written and visual form
Entrepreneurial mind set: proactive, innovative, opportunity driven, risk taking
Appreciation of and an ability to evaluate quality in design, materials, and end products
Relationship between quality and price-products/services
Understanding of textile characteristics in relation to product cost and performance
Personal preferences and career goals related to employment in interior/apparel/textile industry

Major-Specific Learning Outcomes

Interior Design (ID)

Personal and career goals related to ID
Marketable skills and knowledge for ID employment
Relationship of ID to other professions/trades
Business structures, practices and principles as related to the industry
Knowledge and application of design in its forms, concepts, and theories
Current and historical design/designers and influences
Technical applications and specialization within the industry
Legal and code applications which impact professional practice
Verbal, written, graphic and computer skills for design communication
Research programming skills as a method for problem solving
Involvement in the profession, its organization, ethics, standards and current issues
Work and communicate effectively with related professions and diverse clientele

Apparel Design & Production/Apparel Merchandising

Employment opportunities in the textile and apparel industry and basic job finding skills
Duties of personnel in various positions in the industry
Soft goods chain and interdependent nature of the textile and apparel industry
Goals, objectives, management methods, strategies, policies and procedures used by t&a businesses that guide their planning, operating and evaluating
Various organizational structures and merchandising strategies in retail/manufacturing firms
Fashion terminology, market centers, methods used in production/distribution of fashion goods and recent industry trends
Familiarity with selected designers, emphases, collections
Environmental influences on businesses
Principles and practices involved in producing, planning, managing and evaluating fashion related events
How consumer characteristics and behavior influence marketing decisions
Methods of and rationale for segmenting consumer markets
Past and present fashion trends and techniques used to forecast consumer demand
Styles and materials designed to meet the physiological and psychological needs of specialized markets
Industry reports and figures
Achievement of identified performance goals for entry-level positions in the industry
Function of evaluation in employee management and decision making

Methods of scheduling employees and methods of maintaining employee productivity
Use of computers as applied in the apparel industry
Complexities of marketing/merchandising in an international marketplace
International production and trade of textile and apparel products and their effect on the U.S. economy

Apparel Merchandising Only

Techniques used in merchandise management, including planning 6-month budget, model stocks, merchandising assortments and inventory control
Effective application of merchandise promotion techniques
Definitions of terms and use of principles of merchandising mathematics
Elements that affect profit and awareness of the relationship among those elements
Major functional areas of retailing (finance and control, store operations, merchandising, promotions and personnel)
Concept of marketing mix (place, product, price, promotion) applied to apparel industry
Process of determining open-to-buy and skill in placing orders

Apparel Design/Production Only

Advanced apparel construction techniques
Appropriate fit and manipulation of patterns for various body sizes, shapes, and activities
Basic techniques and concepts of pattern grading
Pattern construction through flat pattern and draping for custom and industrial applications
Aesthetically successful textile and apparel products/design through application of art principles
Identify and design apparel products suited to specialized target markets (age, income, functional needs)
Creative problem solving to generate original textile and apparel designs and products
Role of textile and product testing in product development and evaluation
Ability to design and critique a seasonal line
Processes and equipment used in mass production
Basic entrepreneurial business concepts and procedures, (i.e., promotion, accounting, merchandising, personnel management)
Mass production costing performance and adaptation to home-based business
Latest innovative applications of technology to industry
Effective communication of design ideas through illustration

Industry Specific Computer Skills

Auto CAD (computer-aided design)
Computer assisted pattern making/marker making
Facilities management software

Assessment Methods

- Alumni surveys
- Academic portfolio
- Advisory boards
- Licensing exam for Interior Design
- Design portfolio review for Interior Design and Apparel Design & Merchandising
- Exit interviews with graduating seniors
- Internship employer survey
- Senior survey
- Embedded course projects

Analysis and Interpretation of Assessment Data to Improve Student Learning

Results of alumni surveys are compared to previous results to assist in curriculum improvement. A new sophomore design portfolio review process has been developed and implemented. Apparel design and production classes continue to be revised to incorporate new technologies and equipment. Earlier preparation for students to begin their internships is being considered in response to student interest.

Assessment Plan

Department of Family Relations and Child Development

The mission of the Department of Family Relations and Child Development is to provide innovative and competent leadership in (1) research that contributes to the creation of knowledge and advances the understanding of human development and family relationships; (2) instruction that provides quality learning experiences which prepare individuals for productive professional accomplishments and meaningful personal and family relationships; and (3) extension of knowledge, academic expertise, and service to the public and the professions.

Vision Statement: To be a premier academic resource for human development and family science.

Desired Student Outcomes

A zero-based curriculum review process is currently underway in the department. Several drafts of student outcomes (competencies) have been created, however none has been adopted as the official list of desired student competencies.

In preparation for the FRCD Five Year Survey conducted by the Bureau of Social Research in December 1999, thirty areas of competence were identified. These thirty areas were selected by examining course syllabi and selecting outcomes that seemed appropriate for any major in the department. An analysis of the results of the Five Year FRCD Graduate Survey will help us to consider and select emphases for future curricula. (B.S. graduates only)

Student outcomes for Masters degrees are also under review.

During academic year, 1998-1999 areas of competency were adopted for the Doctor of Philosophy degree in the College. Departmental graduate faculty inform Ph.D. students majoring in FRCD of the four competency areas: Creating knowledge, disseminating knowledge, resource generation and community engagement. These four areas of competence are suggested as the framework for developing individual career portfolios and will be used as a framework for reporting and reviewing annual progress of doctoral students.

Assessment Methods

- On the job observations (faculty on-site visits after graduation)
- Student evaluations of courses and instructors
- Students' grades
- Formal feedback from employers
- Exit surveys
- Professional judgments by faculty
- Environmental scanning
- Alumni Surveys
- Follow-ups on administrative queries
- Application-oriented projects assigned in courses
- Student Portfolios
- Evaluations of internships
- Informal discussions with students, employers, alumni, parents, and others
- Faculty reflection

Assessment is an ongoing process that is an integral part of each faculty members commitment to reaching the departmental mission. Faculty in the department are constantly alert to suggestions and ideas for improving the quality and the results of the courses for which they have responsibility.

Analysis and Interpretation of Assessment Data

In departmental meetings faculty have discussed results of BSR surveys. Comments made and questions raised by individual faculty have helped to attach meaning to the results.

BSR survey results have been reported via frequencies and means. There has been no attempt to develop a research design to statistically test relationships between and among variables.

Student evaluation of instructor and course data are examined by the department head and by individual faculty and are sometimes the focus of performance appraisal conferences. Faculty and department head negotiate goals based on various indicators including instruction and its consequences, student outcomes.

Informal qualitative data are integrated into administrative leadership agenda.

Informal qualitative data collected by individual faculty are often interpreted and shared with other faculty and administration.

Assessment Results to Improve Student Learning

On an informal basis, faculty share with each other what they are learning about student outcomes. Sometimes this occurs in faculty meetings, sometimes in committee meetings, and sometimes in hallway conversations.

Results of Bureau of Social Research Alumni Surveys are reported orally in departmental meetings. Print summaries of BSR surveys are given to faculty. Results of BSR surveys are available on the College share drive. The department is in the midst of a zero-based curriculum review. BSR survey data and other information sources are and will be used in enlightening curriculum decisions.

An external evaluator has been contracted to serve as an objective external reviewer and facilitator of departmental planning and curriculum development.

Assessment Plan

School of Hotel and Restaurant Administration

The mission of the School of Hotel and Restaurant Administration is to provide superior learning, research, and service in a professional and caring environment.

We will fulfill our mission by pursuing the following goals:

- Provide an outstanding curriculum.
- Pursue interaction and engagement with industry professionals and colleagues.
- Develop regular communication with alumni.
- Maintain responsive advising.
- Insure that HRAD prepares graduate students to be comprehensive future scholars.

Desired Student Outcomes

Graduates apply their knowledge regarding the hospitality industry to whatever career track within the industry they pursue.

Graduates demonstrate a synthesis of knowledge and a capacity to think critically, which is reflective of a strong liberal education and a solid grounding in the content of their desired area of specialization.

Graduates are effective users of recent research and theory in hospitality operations management and can assess new advances in their specialties.

Graduates are recognized for excellent preparation and are vigorously recruited by employers.

Graduates express satisfaction with their academic preparation and the opportunities afforded to them by the School of Hotel and Restaurant Administration.

Students demonstrate a high degree of readiness and preparation for each progressive stage of development through their degree once admitted.

Graduates seeking employment are successful in finding jobs in their specialty and/or meeting their goals.

Assessment Methods

- Telephone Survey of HRAD Alumni after one year
- Embedded Assessments within the Capstone Course of Hospitality Business Skills
- Survey of Hospitality Industry Employers
- Telephone Survey of HRAD Alumni after five years
- Survey of HRAD Seniors before Graduation
- Telephone Survey of Recent Graduates of the HRAD Master's Program

Analysis and Interpretation of Assessment Data

Data derived from the assessment process will be used to improve the degree components and increase the effectiveness of graduates as they enter the hospitality industry. Each of the measures will be analyzed and interpreted according to proven statistical procedures.

The faculty of HRAD will review the results of the data analysis and related interpretation for curriculum improvement and revision purposes. The School's faculty is committed to making continued improvement in the curriculum, as demonstrated by the recent zero-based curriculum revision completed by the school.

Assessment Results to Improve Student Learning

Assessment data collected from industry, former students, and recent graduates for changes in courses offered, course content, textbooks used, outside reading assignments, etc., are welcome by faculty. These recommendations allow HRAD to improve student learning by providing up to

date materials, concentration on current industry issues, and the necessary skills to insure success in the workplace.

Assessment Plan
Department of Nutritional Sciences

The mission of the Department of Nutritional Sciences is to promote scholarship in human nutrition and dietetics, to conduct basic and applied research, and to disseminate scientifically based information to enhance nutritional health and well being.

Desired Student Outcomes

Departmental Learning Outcomes

The following competencies are for 2 out of 3 options: Foods and Nutrition and Human Nutrition

Communications:

Lay and technical writing (BK)¹

Interpersonal communication skills (WK)²

Counseling theory & techniques

Educational theory & techniques

Present an educational session for a group (DA)³

Counsel individuals on nutrition

Use current information technologies

Work effectively as a team member

Physical & Biological Sciences:

Microbiology (WK)

Nutrient metabolism

Interpret laboratory parameters relating to nutrition (DA)

Apply microbiological & chemical considerations to process controls

Social Sciences:

Health behaviors & educational needs (WK)

Research:

Quality improvement methods (WK)

Interpret current research (DA)

Interpret basic statistics

Food:

Biotechnology (BK)

Food safety and sanitation (WK)

Food & non-food procurement

Availability of nutrition programs in the community

Role of food in promotion of a healthy lifestyle

Translate nutrition needs into menus for individuals & groups (DA)

Determine recipe/formula proportions & modifications for volume food production

Nutrition:

Health promotion & disease prevention theories & guidelines (WK)

Collect pertinent information for comprehensive nutrition assessments

Management:

Financial management, including accounting principles (WK)

Quality improvement

Determine costs of services/operation (DA)

Prepare a budget

Interpret financial data

Apply marketing principles

Health Care Systems:

Current reimbursement issues (WK)

Ethics of care

Other competencies:

Good reading comprehension

Industry Specific Computer Skills

Nutrient analysis

¹basic knowledge

²working knowledge

³demonstrate ability

Assessment Methods

- Alumni surveys
- Registration Examination for Dietitians
- Dietetic internship employer survey
- Senior survey

Analysis and Interpretation of Assessment Data to Improve Student Learning

Data derived from the assessment process will be used to improve the degree components and increase the effectiveness of graduates. Each of the measures will be analyzed and interpreted according to proven statistical procedures.

All of the student assessment information is shared with the department head, administration and faculty. New courses have been added to the curriculum to allow for increased emphasis on areas in which students have responded that they felt less prepared.