

**OSU College of Human Environmental Sciences, CHES**

Prepared by CHES Assessment Task Force

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<b>College/ Department</b>	<b>Degree Programs Assessed</b>	<b>Assessment Methods Used</b>	<b># Assessed</b>
CHES	Entering Undergraduates Entering Undergraduates Midlevel Undergraduates Midlevel Undergraduates Senior level	College Student Inventory	210
		Critical Thinking Disposition Inventory	161
		Critical Thinking Disposition Inventory	376
		Critical Thinking Skills Test	381
		Modified NSSE administered to 2003 graduating seniors	182
Design, Housing & Merchandising (DHM)	BS DHM	Academic and design portfolios Two advisory boards (ID: ADP & M)	95 Overall program assessment & feedback
		Internship employer survey – by major	75
		Modified NSSE administered to 2003 graduating seniors	68
		Embedded course projects	492
Human Development & Family Science (HDFS)	BS HDFS	2002 HDFS Senior Exit Survey: 60 college competencies and 40 departmental competencies were evaluated	76
		Early Childhood Education Portfolio	Fall 2002 70 Spring 2003 104
		OSU Alumni Survey	56
		Modified NSSE was administered in Spring 2003.	89
		Oklahoma Subject Area Test	37
	MS & PhD	Oklahoma Professional Teaching Examination	26
		Development of a survey to assess MS student competencies is underway. Instrument is to be completed and administered in 2004	28
		Annual Doctoral Review	
		Informal assessment strategies including qualitative faculty observations of student performance over time, comparisons of the HDFS doctoral program with programs at peer institutions, and assessment of employability of doctoral graduates.	
Hotel & Restaurant Administration (HRAD)	BS HRAD	Modified NSSE administered to 2003 graduating seniors	28
		2002 Senior Exit Survey	23
		2002 OSU Alumni Survey	20

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College/ Department	Degree Programs Assessed	Assessment Methods Used	# Assessed
Nutritional Sciences (NSCI)	BS NSCI	Registered Dietitians Exam: Graduates of the OSU dietetics program Registered Dietitians Exam Alumni of Dietetics Internship Program Modified NSSE administered to 2003 graduating seniors OSU Undergraduate Alumni Survey (graduated 1996 and 2000) Survey of Dietetic Internship Alumni (1995-2001) and First Time Employers	19 12 54 13 Dietetic Interns n=43 Employers n=22
	MS – Nutritional Sciences	Survey of Graduate School Alumni who graduated 1996 and 2000 – conducted Spring 2003	.

**Analysis and findings from program outcomes assessment:**

**College of Human Environmental Sciences**

Since implementing the Retention Management System with the College Student Inventory (CSI) in the fall of 1996, the College of Human Environmental Sciences has seen the retention of first year, new freshmen increase from 80.4% to 91.1%. Data for the HES 1111 students for Fall 2002 are presented below.

Scores	Dropout Proneness	Predicted Academic Difficulty	Educational Stress	Receptivity to Institutional Help
Low	47.1%	28.1%	33.3%	31.0%
Moderate	45.7%	60.9%	53.8%	52.4%
High	7.1%	10.9%	12.8%	16.7%

These data indicate a strong propensity for incoming freshman to complete an undergraduate degree program. A majority of these students also presented with moderate levels of predicated academic difficulty, educational stress and likelihood to utilize university support services. These results are being used to identify characteristics for early detection and intervention for students with high dropout proneness.

Since fall 2000 the **California Critical Thinking Disposition Inventory (CCTDI)** and the **California Critical Thinking Skills Test (CCTST)** have been a part of the HES Assessment Plan. The following is a summary of percentages of the seven disposition scales of the **CCTDI** for students in HES 1111 (fall 2002) and HES 3002 (summer 2002, fall 2002 and spring 2003). Persons who score below 40 have a weak disposition and persons who score above 50 are strong in that disposition. An overall score of less than 280 shows serious deficiency in disposition to think critically. An overall score of 280 or less is a marker of weak disposition for critical thinking while a score of 350 or higher is a solid indication of strong disposition across all scales.

CCTDI Subscale	HES 1111		HES 3002	
	< 40	> 50	< 40	> 50
Truth Seeking	78.9%	0.6%	66.2%	1.9%
Open-mindedness	36.0%	10.6%	22.3%	17.8%
Inquisitiveness	28.6%	28.0%	17.6%	31.9%
Systematicity	42.2%	12.4%	34.6%	12.5%
Maturity	28.6%	21.7%	17.3%	30.1%
Self-confidence	34.8%	18.6%	23.7%	20.5%
Analycity	31.1%	11.2%	16.0%	17.6%

	HES 1111		HES 3002	
	< 280	> 350	< 280	> 350
Total Score	35.4%	5.6%	77.1%	6.1%

One of the goals for collecting **CCTDI** scores from students enrolled in HES 1111 and 3002 is to examine changes in the seven sub-scales over time. As many of the freshmen initially tested in HES 1111 have now reached the upper division HES 3002, we have achieved 142 matched pairs for direct comparison of changes during their academic career. The data for HES 1111 and HES 3002 are provided below.

<i>CCTDI Subscale</i>	HES 1111			HES 3002		
	Mean $\pm$ SD	< 40	> 50	Mean $\pm$ SD	< 40	> 50
Truth Seeking	34.9 $\pm$ 4.7	82.4%	0.0%	37.0 $\pm$ 5.8	67.6%	1.4%
Open-mindedness	43.0 $\pm$ 5.1	25.4%	8.5%	44.1 $\pm$ 5.9	19.0%	17.6%
Inquisitiveness	43.6 $\pm$ 6.6	24.6%	20.4%	45.2 $\pm$ 6.8	17.6%	26.8%
Systematicity	41.4 $\pm$ 6.5	40.1%	10.6%	43.1 $\pm$ 6.9	32.4%	19.0%
Maturity	44.3 $\pm$ 6.4	23.2%	21.8%	46.0 $\pm$ 6.6	17.6%	30.3%
Self-confidence	41.7 $\pm$ 6.2	35.9%	11.3%	43.2 $\pm$ 6.9	24.6%	19.0%
Analycity	43.2 $\pm$ 6.2	26.8%	15.5%	44.6 $\pm$ 5.7	16.9%	16.9%

	HES 1111			HES 3002		
	Mean $\pm$ SD	< 280	> 350	Mean $\pm$ SD	< 280	> 350
Total Score	292 $\pm$ 27	25.4%	0.7%	303 $\pm$ 31	21.8%	5.6%

Significant increases were found in raw scores on each of the seven subscales and the cumulative total scores from administration of the CCTDI in HES 1111 to HES 3002. This is indicative of improvements in the dispositions for critical thinking. The greatest change in raw scores for a subscale was found in truth seeking; however, only 1.4% of students achieved a strong disposition (> 350) for truth seeking by HES 3002. The data also indicated significant decreases in the proportions of students with weak dispositions as well as significant increases in the proportion exhibiting strong dispositions on all other subscales. Data will continue to be collected and analyzed to increase the number of matched pairs. This will allow us to better identify characteristics related to persistence to graduation and academic success. Results will be shared with faculty for use in curriculum development.

The following **CCTST** sub-scale scores for students in HES 3002 in summer and fall 2001 semesters were summed and viewed as gross indicators of overall group strength and weakness:

CCTST Subscales	Mean $\pm$ SD	Percentile
Analysis	4.24 $\pm$ 1.47	>49 <sup>th</sup>
Evaluation	5.33 $\pm$ 2.24	>52 <sup>nd</sup>
Inference	5.52 $\pm$ 5.52	>37 <sup>th</sup>
Deductive	7.11 $\pm$ 2.68	>47 <sup>th</sup>
Induction	6.33 $\pm$ 2.24	>48 <sup>th</sup>
<b>Total</b>	<b>15.09 <math>\pm</math> 4.49</b>	<b>&gt;50<sup>th</sup></b>

Of the students assessed, the highest level of skills indicated on the CCTST was in the participant's ability to evaluate the logic and merit of various arguments. Data for the inference subscale presented the lowest percentile ranking at the >37<sup>th</sup> percentile. This area measures the skill of applying intuitive insight into conclusion development from various situations. Evaluation scores, which measure the ability to evaluate claims and arguments, ranked highest, representing scores greater than the 52<sup>nd</sup> percentile. This result appears to be in opposition to the truth seeking disposition as found in the CCTDI. Over the next year further analysis will examine the correlation between sub scores on the CCTDI and CCTST.

Select items from the NSSE (National Survey of Student Engagement) were extracted to serve in place of a senior exit survey this year. Questions and categories retained original content as to be compared to university-wide data; however, coordination with the office of University Assessment will not make the data unavailable for the current report due to processing and analysis time requirements. Results from the 2002-2003 senior exit survey will be shared with the CHES executive group and with faculty meetings by department when available.

## Analysis and findings from program outcomes assessment:

### Design, Housing and Merchandising

#### Academic and Design Portfolios

- Forty-eight (48) Interior Design majors participated in the portfolio review process at the sophomore level. The process involves a review by all interior design faculty of representative work from courses. Students receive written feedback and a score. In addition, the students participate in an 8-hour charrette to solve a design problem, and must generate graphic materials to communicate a recommended solution. Decisions were made regarding acceptance of students into the junior year of the program based upon these assessments. Of the 48 student who participated in the review, 36 students were accepted into the Stillwater campus upper division studio classes and 6 into the Tulsa upper division studio classes.
- Thirty-five (36) Stillwater campus and thirteen (13) Tulsa campus interior design students developed design portfolios and resumes while enrolled in DHM 3881, Pre-internship. The students presented portfolios to industry professionals during a mock interview process and received feedback from the interviewers regarding their interview skills and the portfolios. In addition, portfolios are graded and represent a portion of the DHM 3881 grade.
- Thirty-nine (39) merchandising and AD/P students developed portfolios while enrolled in DHM 4011, Post-Internship Seminar. The students presented portfolios to industry professionals during a mock interview process and received feedback from the interviewers regarding their interview skills and the portfolios. In addition, portfolios are graded and represent a portion of the DHM 4011 grade.

#### Advisory Boards

- The *Interior Design Advisory Board*, the interior design faculty and Janine James, the Chris Salmon Endowed Professor. met to discuss innovative approaches to facility and curriculum development. An ongoing dialogue during the coming year will continue to provide input and ideas as part of continuous improvement approach to the interior design curriculum. Board members served as interviewers to provide students feedback on interview and presentation skills, and other assistance.
- The *Apparel Design/Production and Merchandising Advisory Board* provided recommendations regarding curriculum updates, suggestions for selection of equipment and technology, and related assistance in preparation for the AAFA curriculum and facilities review. Individual board members serve as resource persons for faculty as needed.

#### Internship Employer/Supervisor Survey

- During summer 2002, 69 DHM students (35 ID; 26 M & 13 AD/P) completed internships. Each internship employer completed a survey. This is a 13% increase in the number of students completing internships over the previous year. Overall, the evaluations and comments from the employers were very positive. Many students returned to campus with offers for permanent employment following graduation.
- Summary of *Interior design* supervisors' assessment
  - ◆ 93% stated they would like to have another DHM ID student intern based on the performance of this student; 7% stated possibly or a qualified yes.
  - ◆ 76.7% of the interns received all evaluation ratings as above average (excellent or good) for the following areas:
    - Interest in the field: includes desires to acquire knowledge and experience, ...
    - Personal abilities: includes punctual, thorough, enthusiastic, follows instructions, ...
    - Skills, business and technical: includes drafting, computer use, client relations, ...
- Summary *apparel design/production* supervisors' assessment
  - ◆ 92.3% received an overall rating of 9 or 10 on a ten point scale. No intern received an overall rating below average.
  - ◆ 84.6% received all ratings above average (exceptional or commendable). For the following areas: ability to learn, reading/writing/computation skills, listening and oral communication skills, thinking and problem solving skills, professional and career development skills, interpersonal and teamwork skills, organizational effectiveness skills, basic work habits, character attributes.
  - ◆ In response to the question "If here were a job opening, would your company offer employment to this intern?" only 1 stated no.
- Summary *merchandising* supervisors' assessment
  - ◆ 76.9% received an overall rating of 9 or 10 on a ten point scale. No intern received an overall rating below average.

- ◆ 65.4% received all ratings above average (exceptional or commendable). For the following areas: ability to learn, reading/writing/computation skills, listening and oral communication skills, thinking and problem solving skills, professional and career development skills, interpersonal and teamwork skills, organizational effectiveness skills, basic work habits, character attributes.
- ◆ In response to the question "If here were a job opening, would your company offer employment to this intern?" only 1 stated no

#### HES Survey of Supervisors of 2001 and 2002 Interns (example findings)

- Most DHM employers rated DHM students as "more competent" than interns from other colleges/universities and as being "as competent" as interns from other colleges/universities.
- DHM employers were satisfied or very satisfied with interns' ability to use computers to complete work assignments.
- DHM employers were satisfied or very satisfied with interns' ability to function as a contributing member of a team.

#### Modified NSSE

**The results of this survey will be reported in the 2003 - 04 assessment report.**

#### Embedded Course Projects

- Multiple projects are routinely embedded within courses and designed to assess mastery of specific performance goals. Many of the performance goals assessed by projects are based on competencies set by external review requirements (FIDER and AAFA). This process was continued during the past academic year.

**FIDER Review.** External review by the Foundation for Interior Design Education and Research (FIDER) for renewal of accreditation was completed. A team of three reviewers conducted the site visit. The Interior Design Program received a six (6) year accreditation approval. The six year approval is the maximum granted by FIDER. Recommendations from the FIDER team are being discussed and appropriate action planned as part of the ongoing curriculum improvement discussion.

**AAFA Review.** **Self-evaluation documents were review by the Curriculum Evaluation Sub-committee of the American Apparel and Footwear Association (AAFA) for renewal of curriculum approval (accreditation). Approval was received for both the pre-production (design) and production management options in the apparel design/production (AD/P) major. The five year renewal of the curriculum approval is the maximum period possible. As a result of this approval, the AD/P program remains one of ten bachelor degree programs approved in North America. This elite group of schools receive scholarship and industry support that is not available to the schools without this approval**

#### Human Development and Family Science

*Analysis of responses to the **open ended question** giving students an unstructured opportunity to write anything they wanted about the program yielded 84 comments that were organized into the following categories: Advising, Courses/Curriculum, Professors/Instruction, Internship and Other. A brief summary of responses follows:*

- **Courses/Curriculum** attracted the most responses (41.7%). Of these responses several related to a desire to have courses offered more than one time per year and to a preference for small classes. Several respondents were desirous of more hands-on experiences. Other comments called attention to the need for less busy work, less homework, less repetition, and less lecture.
- A request for more help with career oriented information and decisions was expressed by three students. A plea for providing more accommodation (consideration) for non-traditional students was made by two students.
- The next most frequent number of responses (27.4%) were for the category labeled "**Other.**" Most of the responses in this area related to the need for more access to the computer lab and the need for better multi-media equipment in the classrooms. Several students used the "Other" category to offer praise for the department and to express appreciation for the opportunities afforded.

- *Thirteen percent of the responses to the open questions related to **Professors/Instruction**. Concerns in this area reflected a desire for respect from professors, professional role models, more real-world experience, less spoon-feeding, fewer group projects, and more faculty to staff the Tulsa program.*
- ***Advising** was the subject of 14.3% of the open-end responses. Concerns related to the difficulty of making appointments, the need for more career counseling, advisors have more knowledge of the curriculum and degree plans, and advisors having a more favorable attitude toward advising.*
- *The **Professional Internship** was the subject of one student's comment. The nature of the comment was that "most students have to work and go to school and rely on summer to make money for school, but most internships are non-paid."*

*Highlights of the responses to **closed-ended questions** on the 2002 CHES Senior Exit Survey are as follows:*

- *Compared to other departments in the college, FRCD (now HDFS) seniors were more satisfied with their career choice; 69.7% would choose the same major compared to a CHES average of 61.9%.*
- *Responses to seven items regarding satisfaction with instruction, faculty, advising, policies, and student development again showed that the level of satisfaction was higher than students in the college as a whole. In only one instance did the FRCD level of satisfaction lag behind the college level. Specifically, 53.9% of FRCD seniors were somewhat or extremely satisfied with advisor's interest in student's academic success compared to 54.4% in the college as a whole.*
- *The question in this cluster that showed the greatest separation of FRCD students from seniors in the entire college was satisfaction with instruction in the major. FRCD seniors reported a satisfaction level of 80.3% compared to 65.9% for the college.*
- *Responses to a cluster of 20 items about the achievement of core college competencies showed that FRCD seniors expressed higher levels of achievement on 17 competencies in the cluster when compared to their peers in the college. Three areas where FRCD seniors lagged slightly behind the college average were "learning effectively on your own," "thinking critically and analytically," and "using computing and information technology." The questions for which FRCD seniors outscored their peers by 10 or more percentage points were: "high standards of honesty and integrity," "understanding people of diverse backgrounds," "maintaining confidentiality," "demonstrating responsible citizenship," and "writing clearly and effectively."*

### **ECE Portfolio Assessments**

*For this academic year 100% of the early childhood education students satisfactorily completed the required portfolios submissions. Students enrolled in teacher education programs are required by the Oklahoma State University Office of Professional Education (as mandated by state law) to prepare portfolios that document their competencies at three stages during the academic career. The portfolios are extensive documentations of knowledge and skills the students have developed in the early childhood education program. During the 2002-2003 Fall semester, staff completed the evaluation of 28 Submission I, 28 Submission II, and 14 Submission III Portfolios. During the Spring 2003 semester 42 Submission I, 28 Submission II and 34 Submission III Portfolios were evaluated.*

*Students submitting their portfolio in fall 2002 received feedback from the evaluator in a very timely manner. The evaluator indicated that overall students had great content in their portfolios but there appeared to be confusion regarding the organization of materials. The ECE program was provided with a summary with each student's score and plan of improvement. Additionally, the evaluator provided the ECE program feedback concerning the process. Based on this feedback, students completing Submission III during the spring semester were provided with more detailed instruction for completing the portfolios.*

*Student submitting portfolios for the spring 2003 semester had fewer questions about Submission III of the portfolio. Students appeared to be more confident in completing the portfolio than the previous Submission III students. There is a great deal of work involved in completing student portfolios. It continues to be a work in progress as the ECE program uses this process to best support and encourage students through successful completion of their portfolios.*

### **Teacher Certification Examinations**

Over the past year graduates from HDFS with an option in Early Childhood Education participated in two state examinations. Thirty-seven graduates completed the Oklahoma Subject Area Test; 36 of the graduates received a passing score.

Twenty-six graduates completed the Oklahoma Professional Teaching Examination. Twenty-five of these graduates received a passing score.

### **Highlights of Results of Survey of Undergraduate Alumni from 1996 and 2000.**

- In the spring of 2002, alumni who graduated in 1996 and 2000 were surveyed by telephone. A cluster of 14 questions assessed whether or not graduates felt their OSU education had prepared them with abilities to function well as a professional.
- Fifty-six HDFS graduates were surveyed using the same protocol as graduates from other departments in the college.
- The vast majority (80.5%) of HDFS undergraduate alumni reported that they were adequately or very well prepared for their current positions.
- The three items (abilities) for which HDFS graduates indicated they felt less well prepared were: "understanding and implementing guidelines for ethical practice," "effectively managing time and resources," and "identifying and using credible information." The lowest percent for any of the items assessed by HDFS graduates indicated that 89.5% of the respondents felt that they were adequately or very well prepared.

### **Hotel and Restaurant Administration**

The majority of HRAD graduates indicated that they are employed by corporations, full-time, and believe they have been adequately prepared by OSU. They report earning \$26,000 to \$55,000 annually with no continuing education. The majority are "somewhat satisfied" to "satisfied" with the quality of instruction in their major.

### **Nutritional Sciences**

<b>Assessment Method</b>	<b>Analysis and Findings</b>
Registered Dietitian Exam: Alumni of Dietetics Program	84% (16/19) of the individuals who took the national registration exam to become a registered dietitian passed the exam. The 5 year pass rate is 92% (79/86).
Registered Dietitian Exam: Alumni of Dietetic Internship Program	92% (11/12) of the individuals who took the national registration exam to become a registered dietitian passed the exam. The 5 year pass rate is 90% (74/82).
Modified NSSE administered to 2003 graduating seniors	Data collected Spring 2003 semester: Results will be presented in next year's report.
Survey of Graduate School Alumni who graduated 1996 and 2000 – conducted Spring 2003	Results will be presented in next year's report.
Survey of Dietetic Internship Alumni (1996-1999) and First Time Employer	50% of first and current job positions are in clinical positions.
OSU Undergraduate Alumni Survey (graduated 1996 and 2000)	Of the 13 respondents, 86% or greater responded "adequate" or "very well prepared" on all questions asked. The 3 questions to which 85% responded "adequately" or "very well prepared" were: understand how external factors influence you and your profession; manage a team of individuals to meet goals; assess my abilities and make plans for professional development. When comparing 1996 graduates to 2000 graduates, the 1996 graduates were the ones that did not feel prepared in the 3 questions mentioned above. All 2000 graduates felt "adequately" or "very well prepared" in all competencies.

## **Instructional changes that have occurred or are planned as a result of outcomes assessment:**

### **College of Human Environmental Sciences**

- The College Student Inventory (CSI) was administered to entering HES students in the required HES 1111 orientation course. Results of the inventories were reviewed with students by the course instructors and then placed in students' records at the departmental level to be used by academic advisors. CSI scores were entered into an ongoing database that includes other background and academic information. Student enrollment status is also being collected. This information has been helpful in identifying predictors of persistence and withdrawal among incoming students in the college.
- The California Critical Thinking Disposition Inventory (CCTDI) and California Critical Thinking Skills Test (CCTST) were administered to assess the development of critical thinking among students in the college. The CCTDI was administered at both entry level and midlevel to determine student inclination toward thinking critically. The CCTST, administered at midlevel, assesses the ability of students to succeed as critical thinkers. A database has been developed that allows for tracking of scores longitudinally to assess trends in critical thinking disposition and skills. Changes in student's disposition to think critically are now being tracked.
- HES will examine the relationships that exist between the CCTST and CCTDI. Results will be examined as a whole and by department. It is believed that data by department will help departments with curriculum development.
- Results of all surveys were reviewed by the HES assessment committee and provided to departments for review and action. The information from last years' Senior Exit Survey was summarized for presentation to faculty and administration. ██████████ presented overall college findings to the HES E-Group and HES Assessment Committee in fall 2002.
- Results of the prospective employer survey were shared with HES faculty during the HES 2002 fall faculty retreat.
- HES Fall 2002 Faculty Retreat featured programming to help faculty incorporate active learning into their courses.
- In the coming year the college assessment committee will continue to focus on collection and analysis of data collected and resulting program recommendations.

### **Design, Housing and Merchandising**

- Results of the 2002 senior survey will be shared with DHM faculty and discussed during an upcoming faculty meeting. Plans of action will be made based upon needs identified.
- ██████████, the first ██████████ Endowed Professor, joined the faculty as a visiting professor for selected periods during the fall and spring semesters. ██████████, a renowned NY interior designer and owner of The Moderns, worked with both students and faculty. Known for her innovative work related to using design as part of developing a brand and image, ██████████ is also active in the movement that promotes up cycling of all products, including interiors products. As a result of her influence, the ID faculty are evaluating the ID curriculum to incorporate the changes necessary to position this OSU program at the forefront of ID programs in the U.S.
- In addition to working with the ID program, ██████████ was a speaker in merchandising courses and apparel design courses because of her expertise that extends to branding, merchandising and marketing products and services. Her expertise and philosophy regarding up cycling was shared at a public lecture held at the Wes Watkins Center for International Trade Development. Despite a vicious February ice storm, over three hundred people attended.
- The Interior Design program at OSU-Tulsa had six students complete their degree requirements. These are the first graduates from the Tulsa program. The program continues to grow.
- As part of the evaluation component of an externally funded project to incorporate science principles into DHM 2573, Textiles, data were collected to evaluate laboratory teaching methods and materials. Data analyses indicate new methods and materials had a positive impact on student learning. A proposal to NSF to continue this course development is planned.
- Beginning with the 2002-2003 degree plan, the merchandising major and the AD/P major modified the natural science requirement to incorporate DHM 2573, Textiles, as a natural science/laboratory course. This change has been implemented.
- Increasing enrollments (see tables below) and the resulting stress on available resources has resulted in the adoption of a review process for AD/P majors that is similar to the review process used for ID majors



prior to beginning upper division studio courses. The appropriate information about the review process was incorporated into official documents, such as the *University Catalog*. Students beginning the first AD/P sequence course (DHM 1003) in fall 2003 will be reviewed for acceptance into the upper division AD/P courses (DHM 3013, 3023, 3153, 4243, and 4403). Documents to be used for advising and for student handouts have been completed and are available as needed. All students will receive the policies and procedures handouts each fall in DHM 1103.

- Increasing enrollments and limited resources will need to be discussed in relation to maintaining quality programs for all students and improving student satisfaction with instruction and advising. The following tables illustrate current enrollment trends that drive the need to assess methods to deliver excellence in instruction and advising.

### **Human Development and Family Science**

*Results from **Senior Exit Survey** open-ended questions fortified the college's plan to improve computer lab access, a project that was completed in the Summer of 2002. Subsequent scheduling of computer lab hours has increased opportunities for students. In regard to classroom technology, five new state of the art multimedia units were placed in high-use classrooms.*

*Summaries of the results of the Senior Exit Survey were shared with the faculty and department head who has reiterated selected findings with faculty at critical points throughout the year. Specific changes that have been made by professors to accommodate needs indicated by student responses are as follows:*

- *The senior capstone course utilized a comprehensive class project that engaged the whole class in a community project that required students to integrate knowledge and skills gained across the curriculum into one community-based problem.*
- *Another course provided the option of meeting requirements for the major class project as part of a three-member management team or independently.*
- *Several faculty planned class sessions that met in the computer lab in order to give students more access to computer applications significant to their discipline.*
- *The use of e-mail and Blackboard as a means of providing instructional assistance increased dramatically.*
- *One course introduced students to a presentation capturing system that utilized a digital camera and computer to enable students to demonstrate professional interviewing skills. Several professors incorporated more purposeful components requiring critical thinking into their courses.*
- *Other professors required additional writing and recitation exercises in order to help students develop in these areas. An example is the requirement that students listen to the State of the State and State of the Union addresses, summarize key points, and then suggest the implications of these addresses for the field of human services in the coming year.*
- *Several instructors have incorporated both peer and faculty evaluation of the productivity of students as members of project teams. This strategy attempts to avert the negative pull of some students who attempt to use the group as a "free ride" to a good grade. The strategy also provides more realistic monitoring of the contributions of peers in reaching desired outcomes.*
- *Results of this survey were used in curriculum planning in AY02 and AY03*

### **Internships**

*Based on the results of a survey of employers in 2000-2001, the input from internship supervisors, and the outcomes of faculty review and collaboration, various changes were made in the professional internship program. Perhaps the greatest change was to increase the number of on site placement hours from 300 to 375 for 3-credit hours. Other changes included raising the level or quality of the internship, monitoring accountability, addressing work ethic questions, and increasing the expectations regarding reflection, self-evaluation, and renewal.*

*Another change in the internship program implemented in 2002-2003 is the new requirement that each intern must show evidence that he/she is covered by professional liability insurance. These changes are impacting the attitude of students entering the professional internship phase of the program. Students are accepting more responsibility for internship planning and placement and are developing a more professional perspective on the role of the professional in child and family services and early childhood education.*

### **ECE Portfolio Assessments**

*Early childhood education faculty work together to review portfolio results and subsequently provide feedback to the professional education students. The great majority of the portfolios indicate that students have satisfactorily developed the competencies they are expected to have before placement. When it is clear that competencies have not been met, students are counseled and provided with alternative means of removing any deficiencies.*

### **Undergraduate Student Engagement with Practicing Professionals**

*While it is difficult to determine the origin of change, e.g. whether faculty are responding to assessment results or to their own desires to improve their programs, there have been numerous changes in HDFS academic courses and student services over the past year. One such change is noted in increased opportunities for engagement provided by the departmental club. Among the benefits are more opportunities for contact with practicing professionals in the field, opportunities to develop leadership skills and more group participation in social service work in the community. Overall, the majority of the faculty has embraced pedagogies of engagement.*

### **Survey of Undergraduate Alumni from 1996 and 2000.**

*Results of the Undergraduate Alumni Survey were shared with departmental faculty, in particular the departmental graduate committee. Of particular interest to the faculty was the indication that HDFS majors felt less well prepared for graduate or professional school than did their peers across the college (93.8% for HDFS compared to 96.2% for the college as a whole). The results were very useful in making changes through zero-based curriculum review.*

### **Doctoral Program Review**

Consistent with departmental policy, each major advisor carefully reviews the student's report and responds in writing. Responses usually make note of accomplishments and recommend areas of emphasis for the coming year. The formal faculty response also provides an opportunity to remind students of departmental and graduate college policies that become more and more important as the time to completion diminishes. Students have reported that they have benefited from the doctoral student review process by being more accountable for their time in program and by being encouraged to become more strategic planners. We are using aggregate information to help examine needs in graduate curriculum review

### **Hotel and Restaurant Administration**

HRAD faculty meet bi-monthly and discuss results of survey information. The HRAD curriculum committee is currently evaluating the curriculum to incorporate needed changes relative to this data. Writing across the curriculum is currently being discussed. The 2003 NSSE surveys are currently being analyzed and will be incorporated into the 2004 assessment report.

### **Nutritional Sciences**

- The faculty involved with teaching the sequence of courses in medical nutrition therapy met during spring semester 2003 to discuss issues impacting those courses. It was decided to try to collect data soon to see if students felt prepared in MNT. This still needs work.
- Another curriculum change that was implemented fall 2000, was an added course, NSCI 4573, Food Systems Administration. Data collection during the next two years should reflect the addition of this course.
- Another course that was implemented spring 2001 was a separate counseling and nutrition assessment course to meet the concerns of students and preceptors about counseling skills. The students' preparedness perception has increased in the area of counseling. Some courses may need to be added or a different directed elective list created for the Foods & Nutrition option.
- The information collect in Spring 2003 will be shared with the Department Head, and the NSCI faculty in August 2003 at the faculty retreat.