College of Human Environmental Sciences
Prepared by CHES Assessment Task Force,
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College/ Department	Degree Programs Assessed	Assessment Methods Used	Number of Individuals Assessed
CHES	Entering Undergraduates	College Student Inventory	233
	Entering Undergraduates	Critical Thinking Disposition Inventory	233
	Midlevel Undergraduates	Critical Thinking Disposition Inventory	348
	Midlevel Undergraduates	Critical Thinking Skills Test	350
	Senior level	Modified NSSE administered to 2003 graduating seniors	261
Design, Housing & Merchandising (DHM)	BS in DHM	Academic and design portfolios	150
		Two advisory boards (ID, ADP & M)	Overall program assessment/ feedback
		Internship employer survey – by option	89 (41 ID, 37 M & 11 AD/P); one for each student intern
		Senior survey	82
		Embedded course projects	520 undergrad-uates & 24 graduate students
Human Development & Family Science (HDFS)	BS in HDFS	Modified NSSE	124
		Admission to Professional Education (ECE)	37
		Admission to HDFS Internship	118
		ECE Portfolio Review	44
		Course examinations	
		Skills Demonstrations	
		Faculty Observation	
Hotel & Restaurant Administration (HRAD)	BS in HRAD	Modified NSSE	20
		Senior Exit Survey (Spring 2004)	21
		OSU Graduate Student Alumni Survey	3
Nutritional Sciences (NSCI)	BS in NSCI	Alumni of Dietetics Program Undergraduates, Pass rate on national Registration Exam (2003)	13
		Alumni of Dietetics Internship Program, Pass rate on national Registration Exam (2003)	12
		Modified NSSE	27

ANALYSIS AND FINDINGS

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 to above the University average. Data for the HES 1111 students for Fall 2003 are presented below.

Scores	Dropout Proneness	Predicted Academic Difficulty	Educational Stress	Receptivity to Institutional Help
1 – very low	8.2%	2.6%	4.3%	2.6%
2	19.3%	6.9%	9.4%	10.7%
3	22.7%	19.7%	10.3%	20.6%
4	17.2%	18.9%	24.5%	21.5%
5 – average	14.6%	15.0%	24.0%	20.6%
6	9.9%	27.0%	18.0%	14.2%
7	4.7%	6.4%	4.7%	6.9%
8	2.1%	3.4%	1.7%	2.1%
9 – very high	1.3%	2.6%	3.0%	0.9%

Scores	Dropout Proneness	Predicted Academic Difficulty	Educational Stress	Receptivity to Institutional Help
Low	50.2%	29.2%	24.0%	33.9%
Moderate	41.7%	60.9%	66.5%	56.3%
High	8.1%	12.4%	9.4%	9.9%

These data indicate a strong propensity for incoming freshman to complete an undergraduate degree program. Likewise, a majority of students 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.

California Critical Thinking Disposition Inventory (CCTDI)

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 2003) and HES 3002 (summer 2003 and fall 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. An overall score of 280 or less is a marker of weak disposition for critical thinking while a score of 350 or higher is an indicator of strong disposition across all scales.

	HES 1111		HES 3002	
CCTDI Subscale	**< 40**	**> 50**	**< 40**	**> 50**
Truth Seeking	82.9%	0.0%	69.4%	1.2%
Open-mindness	33.7%	9.1%	25.4%	16.2%
Inquisitiveness	27.4%	11.4%	19.1%	30.6%
Systematicity	50.3%	7.4%	37.0%	13.9%
Maturity	28.0%	16.6%	16.8%	27.7%
Self-confidence	38.3%	6.9%	29.5%	20.2%
Analycity	25.7%	11.4%	19.1%	13.9%

	HES 1111		HES 3002	
	< 280	**> 350**	**< 280**	**> 350**
Total Score	39.4%	0.6%	24.9%	7.5%

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 179 matched pairs for direct comparison of changes during their academic career. The data for HES 1111 and HES 3002 are provided below.

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

	HES 1111			**HES 3002**		
	Mean ± SD	**< 280**	**> 350**	**Mean ± SD**	**< 280**	**> 350**
Total Score	292 ± 27	25.4%	0.7%	303 ± 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.

California Critical Thinking Skills Test (CCTST)

The following **CCTST** sub-scale scores for students in HES 3002 in summer and fall 2003 semesters were summed and viewed as gross indicators of overall group strength and weakness:

CCTST Subscales	**Mean ± SD**	**Percentile**
Analysis	4.4 ± 1.5	>49th
Evaluation	5.5 ± 2.2	>52nd
Inference	5.8 ± 2.0	>37th
Deductive	7.5 ± 2.7	>47th
Induction	6.4 ± 2.1	>48th
Total	**15.8 ± 4.2**	**>50th**

The HES 3002 students assessed presented with the highest level of skills in the ability to evaluate the logic and merit of various arguments. Data for the inference subscale presented the lowest percentile ranking at the >37th 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 52nd percentile.

National Survey of Student Engagement (NSSE)

In the spring and fall of 2003, graduating seniors in the College of Human Environmental Sciences (CHES) were administered a modified version of the **National Survey of Student Engagement (NSSE)** in their departmental Capstone courses. Results from the survey were compared to data collected at the university level at Oklahoma State University (OSU) and also at national and peer institutions. The results of the comparisons are provided herein.

Students in CHES compared favorably to students at this university and also with peer institutions. When asked about their academic and intellectual experiences in the college, students were more likely to have

given class presentations, prepared multiple drafts of a paper, drawn from multiple sources for writing and applied theories or concepts to practical situations as compared to OSU, peer and national students. Collaborative teamwork was an additional strength for CHES students as they were more likely to work with other students outside of class to complete assignments and engage in community-based projects.

Experiences of undergraduate education were also evident in perception of personal and educational growth. Students in CHES were closely aligned with students in the national and peer institutions for development of written and oral presentation skills, acquisition of work-related experiences and work collectively with others while also fostering the development of a personal code of ethics.

Within the college, academic units compared favorably to one another. CHES students often made classroom presentations and came to class without reading assigned readings less frequently than did their peers. Students felt their coursework strongly emphasized the application of theory to practical problems or in new situations while also promoting team work and procuring job-related skills. Furthermore, three-quarters of the students in CHES felt that the quality of academic advising they received was excellent or good.

However, some departments exhibited discipline-specific strengths and weaknesses. Human Development and Family Science (HDFS) students were significantly more likely to engage in community-based activities than Design, Housing and Merchandising (DHM) students and Hotel and Restaurant Administration (HRAD) students. HDFS students were significantly more likely to discuss diverse perspectives in classroom discussions than all other academic units. Furthermore, participation in community-based projects was incorporated less often into DHM and HRAD courses than for HDFS courses.

In terms of personal and educational growth, HDFS was more likely to contribute to the development of writing skills than DHM and HRAD. Students in HDFS were significantly more likely than DHM students to prepare two or more drafts of a paper prior to submission as well as more likely to work on papers or projects that integrate information from diverse sources. HDFS students also reported their education emphasized the ability to think critically and analytically than did students in NSCI and HRAD. An emphasis on memorization of key information was reported for students in NSCI as compared to DHM and HDFS; however, the analysis of theoretical information was incorporated into the curriculum of NSCI and HDFS more often than in HRAD. Perceptions of working harder than considered possible to meet an instructor's expectations were significantly lower in students in HRAD than all other academic departments.

DESIGN, HOUSING AND MERCHANDISING

Academic and Design Portfolios

- Fifty-one (51) 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 51 student who participated in the review, 36 students were accepted into the Stillwater campus upper division studio classes.
- Thirty-six (36) Stillwater campus and fifteen (15) 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.
- Forty-eight (48) 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* and the interior design faculty met on two occasions 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. Individual board members serve as resource persons for faculty as needed.

Internship Employer/Supervisor Survey

- During summer 2003, 89 DHM students (41 ID; 37 M & 11 AD/P) completed internships. Each internship employer completed a survey. This is a 29% 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.

Highlights of *Interior design* supervisors' assessment

- ✦ 92% stated they would like to have another DHM ID student intern based on the performance of this student.
- ✦ 92% of the firms answered "good" or "excellent" in response to the question about the student's ability to accept assigned tasks and complete them satisfactorily. The remaining responses were "average".

Highlights of *merchandising* supervisors' assessment

- ✦ 73% received an overall rating of 9 or 10 on a ten point scale. No intern received an overall rating below average.
- ✦ In response to the question "If there were a job opening, would your company offer employment to this intern?" only 1 stated no

Highlights of *apparel design and production* supervisors' assessment

- ✦ 70% received an overall rating of 9 or 10 on a ten point scale. No intern received an overall rating below average.
- ✦ All but one supervisor (who did not answer) replied positively to "if there were a job opening, would your company offer employment to this intern.

Senior Survey

A survey instrument developed by the College was administered to graduating seniors in Spring 2004. These results will be reported in the 2005 assessment report.

A modified version of the **National Survey of Student Engagement (NSSE)** was administered in Spring 2003 in the senior capstone course taken by all DHM majors in Stillwater and in the senior ID studio in Tulsa. A summary of the results follows.

Most responses compared favorably with College, University, Peer and National means. Fifteen responses exceeded scores of all, and seven responses were below College, University, Peer and National scores.

Responding "Very often" or "often", **exceeding** CHES, OSU, Peer and National scores:

- 78.1% asked questions in class or contributed to class discussions.
- Only 19.2% came to class without completing readings or assignments.
- 68.5% worked with other students on projects during class.
- 61.7 discussed grades or assignments with an instructor.
- 68.5% worked harder than they thought they could to meet an instructor's standards or expectations.
- Only 53.4% reported that their coursework emphasized memorizing facts, ideas or methods from their courses and readings.
- 85% reported that their coursework emphasized applying theories or concepts to practical problems or in new situations.
- 99.1% reported that their education contributed to "acquiring a broad general education".
- 85% "acquiring job or work-related knowledge and skills".
- 89% "thinking critically and analytically".
- 84.9% "using computing and information technology".
- 97.3% "working effectively with others".

- 90.4% “learning effectively on your own”.
- 82.2% “understanding yourself”.
- 71.2% reported that the College provided the support they needed to help them succeed academically.

Responding “Very often” or “Often”, **below** CHES, OSU, Peer, and National scores:

- 38.3% prepared two or more drafts of a paper or assignment before turning it in.
- 38.3% included diverse perspectives in class discussions and assignments.
- 13.7% tutored or taught other students.
- 12.3% worked with faculty members on activities other than coursework.
- 30.1% had serious conversations with students of a different race or ethnicity than their own.
- 28.3% had serious conversations with students “who are very different from you”.
- 54.8% reported that their education had contributed to their ability in analyzing quantitative problems.

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.

HUMAN DEVELOPMENT AND FAMILY SCIENCE

National Survey on Student Engagement

The National Survey on Student Engagement (2002 edition) was the instrument of choice for the “senior exit survey” conducted in the College of Human Environmental Sciences in 2003.

A majority of students in HDFS indicated that that their experience at OSU had contributed “Quite a Bit” or “Very Much” to their knowledge, skills, and personal development in the following areas:

- Acquiring a broad general education
- Acquiring job or work-related knowledge and skills
- Writing clearly and effectively
- Speaking clearly and effectively
- Thinking critically and analytically
- Analyzing quantitative problems
- Using computing and information technology
- Working effectively with others
- Learning effectively on their own
- Understanding themselves
- Understanding people of other racial and ethnic backgrounds
- Developing a personal code of values and ethics
- Contributing to the welfare of their community

Desired outcomes for students in HDFS were highly compatible with those measured by the NSSE. Some examples are as follows:

- Students will demonstrate knowledge of current developmental and educational theories and practices (ECE) and current developmental theories and both prevention/intervention strategies (IFCS)
- Students will possess a broad understanding of child and family development, normative and non-normative
- Students will develop skills for working effectively with professional and lay colleagues in various community contexts
- Students will appreciate and respect individuals and families from diverse cultures, backgrounds, and circumstances
- Students will practice high ethical standards and exhibit employment behavior consistent with a strong work ethic in a free economy
- Students will exhibit commitment to the profession of choice
- Students will demonstrate high levels of ability in oral and written communication

- Students will exhibit proficiency in the use of information technology
- Students will reach high standards in the presentation of self, as well as information and ideas central to the profession of choice

Admission to Professional Education (ECE) – A student must have a 2.5 overall GPA before being admitted to the Professional Education Unit. The student must then pass an interview with representatives of the Early Childhood Education faculty. The purpose of the interview is to assess the student's knowledge of core content areas, motivation to teach, perceived strengths and weaknesses, and knowledge of resources helpful to their academic program and progress.

Admission to Internship (IFCS) – A student must have a 2.5 GPA in the major, must have completed or be enrolled in internship prerequisites, and must be recommended by academic advisor before being cleared to enroll in internship. Students are interviewed by the internship faculty supervisor, who examines the students' internship applications for accuracy and adequacy.

ECE Portfolios – Assessment funds were used to hire an evaluator of the portfolios required of early childhood education students. The evaluator worked with the students to help them meet guidelines issued by the State Department of Education. Forty-four portfolios were scored. Scoring included 3 essays, 9 caption pages for 21 portfolios and 4 essays and 9 caption pages for 23 portfolios. Forty of the portfolios passed, 1 portfolio needs revisions and 3 were not turned in for final reading. Portfolio requirements for ECE standards for the NACATE Assessment report were correlated (not provided for this report) and computed.

Oklahoma General Education Test (ECE students) The number of failing scores per subtest were as follows:

Subscale 1 Reading and Comprehension—1(1.4%)
Subscale 2 Communication Skills—9 (12.2%)
Subscale 3 Mathematics—5 (6.8%)
Subscale 4 Computation Skills—7 (9.5%)
Subscale 5 Liberal Studies—34 (45.9%)
Subscale 6 Writing—4 (5.4%)

OSAT Scores for Subject Area Tests (ECE) There was one failing score for the OSAT. It is possible to fail one or two subtests and still pass the exam. The number of failing scores per subtest was as follows:

Subscale 1 Language and Literacy—4 (7.7%)
Subscale 2 Learning Across the Curriculum—5 (9.6%)
Subscale 3 Child Development and ECE Programs—1 (1.9%)

OPTE Scores—Professional Teaching Exam (ECE). There were no failing scores for the total OPTE. It is possible to fail one or two subtests and still pass the exam. The number of failing scores per subtest was as follows:

Subscale 1 Learners & Learning Environments—3 (3.8%)
Subscale 2 Instruction & Assessment—1 (1.9%)
Subscale 3 The Professional Environment—4 (7.4%)
Critical Analysis Module—7 (13%)
Student Inquiry Module—17 (31.5%)
Teacher Assignment Module—6 (11.1%)

Examinations – Course examinations helped to determine student performance in relation to expected outcomes. Students who do not pass courses in the major are required to retake them. Obviously grades below a B may negatively impact acceptance into teacher education or internship and may jeopardize graduation.

Skill demonstrations – In some courses (HDFS 3523, 3453. and 4433), students are required to demonstrate through presentations to real audiences and through production assignments that they have actually acquired the skills deemed prerequisite to professional practice. The success rate for these skill demonstrations is about 90%.

Observations and evaluations by faculty and on-site supervisors of internship and practicum experiences – When students are fulfilling requirements of professional field placements there are continuous, interim and summative evaluations of student performance and progress. Almost all students perform well enough to earn a grade of A or B on their field placements. Only rarely is a student called in short of completing the required placement.

HOTEL AND RESTAURANT ADMINISTRATION

Graduate Program Alumni Survey 2003

The graduate students indicated that they were:

- Employed and were seeking employment with hospitality industry corporations.
- Their positions were moderately related with the graduate studies and major academic interests.
- One-third of the respondents indicated that they were adequately prepared for the professional job position.
- The majority of the respondents were very satisfied with the overall educational experience at OSU.

Modified NSSE Results

The respondents indicated that:

- They increased their knowledge, skills, and abilities a great deal.
- Their critical thinking and analytical capabilities improved a great deal.
- They matured and were able to learn the theoretical constructs independently with a high degree of effectiveness.
- Their communications improved.
- They felt that their leadership capabilities were not fully developed.
- They indicated that their collaborative efforts and their ability to critically evaluate their ideas and those of their peers had improved.
- They improved their professional writing skills and abilities
- Their research capabilities along with their oral communication skills improved greatly.
- They indicated that their awareness of public policy related to the hospitality administration had greatly increased.

NUTRITIONAL SCIENCES

Alumni of Dietetics Program, Undergraduates

- 92% (12/13) of the individuals who took the national registration exam to become a registered dietitian passed the exam. This is an increase from last year's pass rate.
- The 5 year pass rate is 92% (69/75).

Alumni of Dietetics Internship Program

- 83% (10/12) of the individuals who took the national registration exam to become a registered dietitian passed the exam.
- The 5 year pass rate is 92% (71/77).

Modified NSSE

- Seventy percent of students do not come to class prepared.
- Forty-eight percent are not talking to faculty or advisor about career plans.
- It appears few students are discussing class material with faculty outside of the class room. This is also very little interaction between faculty and students outside the classroom in student life activities.
- Fifty-five of the students stated they did not receive prompt feedback from faculty about their academic performance.
- Senior courses may be teaching at too low of a level in Bloom's taxonomy in that a higher percentage of students are functioning at lower levels of Bloom's taxonomy and a lower percentage are functioning at a higher level. This is also reflected by the high percent of students that are not writing major papers in the senior year.
- Approximately a third of the seniors surveyed felt their experiences at OSU did not allow them to develop clear and effective writing or speaking skills.
- Forty-five percent of the students felt OSU provided only some or very little academic support.

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 tracked and reported to the academic units as a cumulative basis.
- Results of all surveys were reviewed by the HES assessment committee and provided to departments for review and action.
- 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 2003 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.
- [redacted], the first [redacted] Endowed Professor, served as a consultant on a grant awarded by the National Science Foundation toward developing a course (first offering: Fall 2004) focused on Green Design. Other developments reinforcing sustainable design and the "cradle to cradle" concept included faculty involvement in the formation of a United States Green Building Council (USGBC) chapter and a lecture on campus by [redacted], USGBC president.
- The Five year Regents Review completed in Spring 2004 focused on the merchandising curriculum, since both Interior Design and Apparel Design & Production have undergone re-accreditation within the previous two years. [redacted] from Iowa State University performed a review of courses and facilities, resulting in the implementation of new computer software and new assignments in courses.
- The Strategic Planning process completed by the Department during 2003-2004 included and analysis of the **s**trengths, **w**eaknesses, **o**pportunities and **t**hreats identified by the faculty. A result of this exercise was the decision to focus on the development of the graduate program.
- 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 table illustrates current enrollment trends that drive the need to assess methods to deliver excellence in instruction and advising.

Number of Majors by Option, Spring Semester since 1998

	1998	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**
Apparel Design & Production	30	30	35	49	65	74	88
Interior Design	92	100	121	150	182	200	189
Merchandising	74	89	91	140	166	198	243
Total	**196**	**219**	**247**	**339**	**413**	**492**	**520**

Human Development and Family Science

The department head continually reviews assessment results, student evaluations of courses and instructor, faculty appraisal reports, information shared by individual students and other data to help in the development of a plan for effectively leading the department. In the past, assessment results have been studied by faculty groups and committees as we have revised our programs of study. This practice will be continued. In the fall 2004, faculty will have access to the complete student evaluations.

Individual faculty use assessment information in planning for ongoing improvements in areas of their responsibility. One of the issues with which the department has struggled is how to help students improve their writing skills. This is a task made difficult by high enrollments, lack of sufficient number of graduate assistants to grade writing assignments, and pressures to be productive in research and income generation.

Another area of concern, as documented by the NSSE, was a low amount of student/faculty contact in contexts other than the classroom. While there may be a realization that faculty are not giving a lot of their time to students outside of class, again there is the reality that time devoted to research and income generation is more supported in the Department.

ECE Portfolio Assessments

The reader of the ECE portfolios has written a Portfolio Reader Handbook and an Early Childhood Addendum to the Professional Education Portfolio and on the Professional Education website.

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.

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

There may be a need to increase the writing of complex papers and increase the level of thinking and performing in senior classes. This will mean that different teaching approaches may need to be used and that faculty teaching time may be increased due to increased difficulty in grading and more prompt feedback to students of academic progress. This may be counter productive to increasing the interaction between faculty and students outside of the classroom if this is an objective of the department. There may be a need for a more detailed curriculum review especially with the increases in student numbers.

The information will be shared with the Department Head, and the NSCI faculty in August 2004 at the faculty retreat.