

OKLAHOMA STATE UNIVERSITY
ACADEMIC PROGRAM REVIEW
EXECUTIVE SUMMARY

DEPARTMENT OR DEGREE PROGRAM:

The Human Environmental Sciences Ph.D. Program is a college umbrella doctoral program with specializations available in Design, Housing and Merchandising; Human Development and Family Science; Hotel and Restaurant Administration; and Nutritional Sciences. The concepts of the mission statements of Oklahoma State University (OSU) and the College of Human Environmental Sciences (CHES) are woven into this doctoral curriculum.

The OSU mission: Proud of its land grant heritage, Oklahoma State University advances knowledge, enriches lives, and stimulates/enhances economic development through instruction, research, outreach, and creative activities” or the final version of the OSU mission.

The CHES mission: The College of Human Environmental Sciences advances and applies knowledge of the interaction of people with their environments to develop effective professionals, engaged citizens, and visionary leaders who promote the physical, social, and economic well-being of people

Doctoral students enrolled in this program are expected to gain experiences in *Generating Knowledge, Sharing Knowledge, Community Engagement, and Resource Generation*, as well as to develop competence in their major and supporting content areas. A doctoral student is expected to engage in all of the activities under *Generating Knowledge*. Each program specialization has developed an acceptable means to accomplish these goals. Recognizing the importance of accountability, the student in consultation with his or her committee will develop a plan-of-study and work sheet regarding how the necessary experiences will be completed during the doctoral program. Annual performance evaluation will provide another mechanism to check on the student’s progress. Recognizing the importance of technology, each specialization area will incorporate technology into the entire doctoral program. The goal of our Ph.D. program is to produce graduates capable of using state-of-the-art technology in support of their professional careers.

Previously, the Human Environmental Science Ph.D. Program was not reviewed as a separate academic unit. Therefore, the review comments/suggestions related to this college wide program were not available. For the last review conducted in 1998, each of the college departments and school incorporated its respective Ph.D. program in its own academic unit review report. Since there was no review feedback for the four college units, it was impossible to respond to the comments or suggestions.

This review report was prepared by the Associate Dean for Research and Graduate Studies with the help of the Program Manager. Consultation was made with the graduate coordinators of each of the four specialization areas. The College Office of the Academic Programs and Services, the Graduate College, and the University Assessment and Testing Service all provided the needed

information for use in this report. In addition, the Associate Dean for Research and Graduate Studies, who started his job responsibilities in August, 2002, also conducted interviews with the Ph.D. students and exit interviews with the doctoral graduates in Fall 2002 and Spring 2003, and annual performance evaluations with the Ph.D. students in Spring 2003, to better understand the students perceptions of the program and their concerns. These findings were reported in Criterion V: Quality. At least six one-hour workshops have been conducted since Spring 2003 to better inform/educate the college graduate (both Ph.D. and Masters) students about the issues critically related to the success of graduate studies, such as how to choose a major professor and the student's interaction with the advisory committee, how to prepare a curriculum vitae including the electronic version, tips for job search and interview, how to prepare for dissertation/thesis writing, and awareness of the university/college student services, etc. All the graduate students are informed of grant support, scholarships and fellowships, and job interview opportunities. Many of the Ph.D. students seek advices and assistance from the Office of Research and Graduate Studies in preparing proposals. These are some of the actions the college has taken to respond to the students' needs and to better prepare them for future success in their careers. Therefore, we are making changes to better serve our students and to promote our Ph.D. program nationwide. In year 2003, many of our Ph.D. graduates landed university faculty positions (five of the Hotel and Restaurant Administration doctoral graduates accepted faculty positions nationwide.)

With the quality improvement of the Ph.D. program, we are also facing new challenges. We recognize the unsatisfactory graduate student/faculty ratio situation, the offering of limited numbers of graduate courses, the office space need for graduate students, the low number of graduate assistantships and the amount of stipends, and the need for a better recruiting package to provide better health insurance coverage and complete tuition waivers to be nationally competitive. Our recommendations for actions will include: (1) increase the number of experienced faculty in order to improve the student/faculty ratio and to offer more graduate courses, (2) recruit more quality Ph.D. students to the program; (3) increase funding support to the Ph.D. graduate students through fund raising and extramural grant proposal competition, and (4) increase the number of nationally known researchers to promote graduate research activities.

Dean _____ Date _____
(Signature)

Note: If your program is accredited by an outside agency, the self-study and subsequent comments from the review team can be submitted to fulfill requirements of this program review. This review can be scheduled to coincide with your accreditation process. You **must** complete page 1 and 2 of this document to submit with your accreditation materials.

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

2003- 2004
ACADEMIC PROGRAM REVIEW

BACCALAUREATE, MASTERS & DOCTORAL DEGREES

OKLAHOMA STATE UNIVERSITY

Human Environmental Sciences Ph.D. Program

Degree-granting academic unit Graduate College 601
(Name) (Cost Center)

CIP code 1 9 0 1 0 1

HEGIS code 1 3 0 1

Instructional Program code 1 2 3

Name of department head
(person who oversees degree program listed above) Cheng-I Wei

Program holds specialized accreditation from N/A

Name and title of contact person Cheng-I Wei
(Name)
Associate Dean for Research and Graduate Studies
(Title)

Date of Institutional Governing Board Review: N/A

President _____ Date: _____
(Signature)

OVERVIEW

A. Description of the Departmental/Program Review Process

This review report was prepared by the Associate Dean for Research and Graduate Studies with the help of the Program Manager. Consultation was made with the graduate coordinators of each of the four specialization areas. The College Office of the Academic Programs and Services, the Graduate College, and the University Assessment and Testing Service all provided the needed information for use in this report.

B. Recommendations from Previous Program Reviews

The Human Environmental Sciences Ph.D. Program was not reviewed previously as an independent program. Each of the three departments and the School of Hotel and Restaurant Administration reviewed the Ph.D. specialization within the unit. Since no comment was provided from the last program review, we could not take necessary actions to address the recommendations. However, efforts have been continuously made to improve the quality of the Human Environmental Sciences Ph.D. Program.

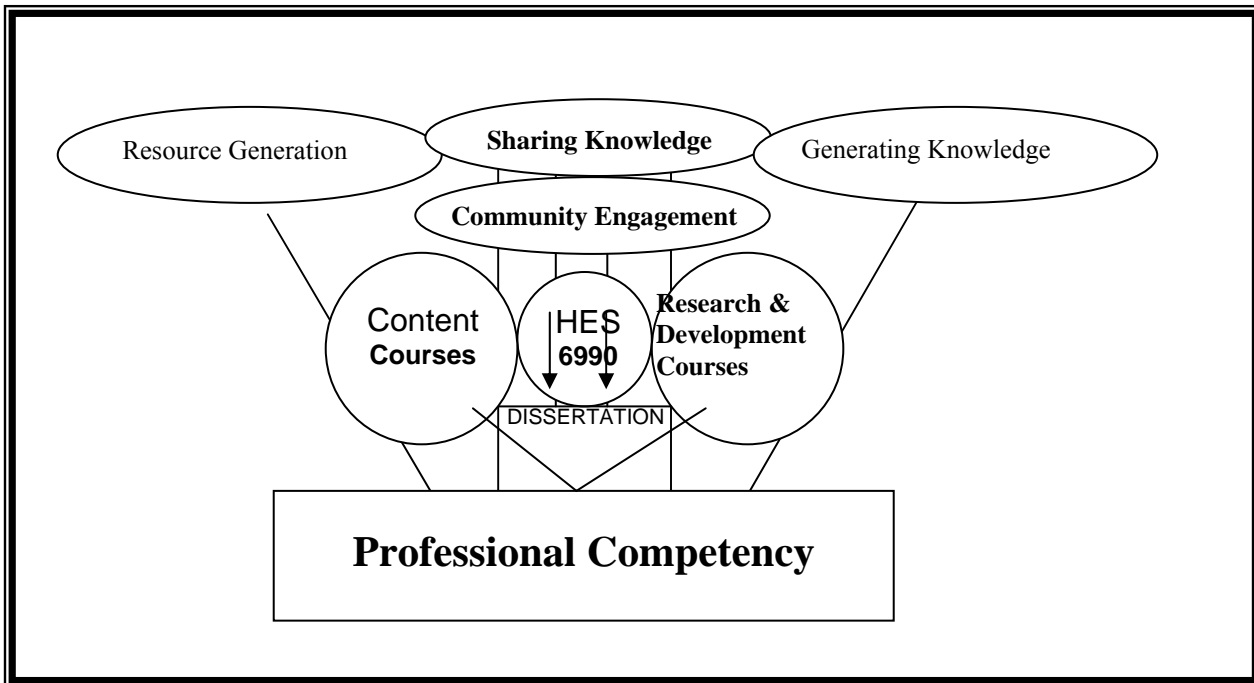
CRITERION I Program Centrality

A. Goals & Objectives of Degree Programs

The College of Human Environmental Sciences *Doctor of Philosophy* degree is an interdisciplinary degree program through the College in conjunction with the departments of Design, Housing and Merchandising, Human Development and Family Science, and Nutritional Sciences; and School of Hotel and Restaurant Administration. Individualized programs lead to an area of specialization in any one of the departments (see the example Ph.D. program in Hotel and Restaurant Administration which is listed below). Admission to the program is based upon evidence that the applicant meets general requirements of the Graduate College, has demonstrated superior achievement, and can successfully complete a doctoral program, as evidenced by letters of recommendation, GRE scores, a 3.50 GPA, and a philosophy statement and goals. Applications are reviewed by a graduate faculty committee in each department or school. This program offers an interdisciplinary combination of courses and research experiences. The program includes a strong emphasis on research and application of statistical procedures, as well as having students gain experience in resource generation, knowledge, sharing, and community engagement, as shown in Figure 1. A minimum of 60 semester credit hours beyond the master's degree is required for the Ph.D. degree.

The *Doctor of Philosophy* degree in food science is an interdisciplinary program available through the Department of Nutritional Sciences in cooperation with other University graduate programs.

Figure 1. Schematic of HES Doctoral program



Degree Program: Human Environmental Sciences Ph.D. Program

Program Clientele: Most are full-time traditional students with a MS degree in human environmental sciences areas.

Program Objectives: The primary aim of the Human Environmental Sciences Ph.D. degree prepares individuals to be researchers and educators for research positions in universities, business and industry, for university teaching and for administrative or management level positions.

Expected Student Outcomes:

a. Resource Generation (i.e. 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 teaming to develop fundable proposals.

b. Sharing Knowledge (i.e. 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.

c. Community Engagement (i.e. 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 a member of a team to plan and/or deliver outreach programs.
- Write sound proposals, abstracts and manuscripts for 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 a professional organization.
-

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

- Search the research literature and summarize findings for formulation of research questions.
- Develop research objectives and plan methods to meet the 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.

Example: Human Environmental Sciences Ph.D. Program with specialization in **Hotel and Restaurant Administration**

Degree Program:

Ph.D. in Human Environmental Sciences specialized in Hospitality Administration

Program Clientele:

Most are full-time non-traditional hotel, restaurant and travel and tourism professionals or educators with a MS degree in hotel, restaurant and travel and tourism administration or business administration.

Program Objectives:

The primary aim of the HES doctoral program specialization in Hospitality and Tourism Administration is to prepare competent educators, researchers and practitioners for successful careers in higher education institutions, hospitality or tourism consulting firms, or government agencies requiring strong research skills and broad-based study.

Expected Student Outcomes:

To be a well prepared educator in higher education institutions

Sharing Knowledge

- 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.

Generating Knowledge

- Search the research literature and summarize findings for formulation of research questions.
- Develop research objectives and plan methods to meet the 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

- 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 teaming* to develop fundable proposals.

Community Engagement

- 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 a member of a team to plan and/or deliver outreach programs.
- Write sound proposals, abstracts and manuscripts for 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 a professional organization.

C. Linkage of the Program to Institution's Mission

Proud of its land grant heritage, Oklahoma State University advances knowledge, enriches lives, and stimulates/enhances economic development through instruction, research, outreach, and creative activities” or the final version of the OSU mission.

CRITERION II

Program Curriculum and Structure

A. Program Structure (*The current degree requirements sheet for the Ph.D. Specialization in Human Development and Family Science is attached for reference, Appendix I*)

Students enrolled in the Human Environmental Sciences Ph.D. Program are required to demonstrate competence in the area of specialization and in related areas by taking courses in the major and the support area. International and management dimensions are included for students interested in specializations of Design, Housing and Merchandising; and Hotel and Restaurant Administration. The Ph.D. Program includes a strong emphasis on research and application of statistical procedures, as well as having students gain experience in resource generation, synthesis of knowledge, knowledge sharing, and community engagement.

Specialization	Program Structure	Credit Hours
Hotel and Restaurant Administration		
	Human Environmental Sciences	3
	Hospitality & Tourism Administration (includes major and support area)	18-30
	Research Support Courses Must include: one Intermediate Statistics course; one Advanced Statistics course; and one Advanced Research Methods course	8-30
	Dissertation	15
Human Development and Family Science		
	Human Environmental Sciences	3
	HDFS and Supporting Areas	18-30
	Research Methods and Statistics	18-30
	Dissertation	15

B. Multidisciplinary programs (*Briefly describe how program faculty participate in multidisciplinary programs with other OSU departments or other institutions*)

Some of the Human Environmental Sciences Ph.D. Program faculty participate in OSU multidisciplinary graduate programs such as Environmental Science and Food Science.

CRITERION III

Program Resources

Program Finances:

- Program Expenditures: Regular Funds (state appropriations, student fees, and miscellaneous institutional income)
- Program Expenditures: Special Funds (from grants, contracts, and gifts, or any sources other than those regularly appropriated by the state or provided by student fees, e.g. college foundation. E & G Part II)
- Grants, Contracts, and Gifts Awarded to Program Faculty.

All the information related to program expenditures (both regular funds and special funds), and grants, contracts, and gifts awarded to program faculty are provided in the individual academic program review of the college's three departments and school (Design, Housing and Merchandising; Human Development and Family Science; Nutritional Sciences; and Hotel and Restaurant Administration). The departmental faculty and staff are providing services to both the undergraduate and graduate (Masters and Ph.D.) programs. Many of the departmental faculty teach both undergraduate and graduate courses. They also supervise the graduate students with their thesis/dissertation research. It is very difficult to differentiate expenditures on the Ph.D. program from those of the undergraduate or the Masters Program. Furthermore, it is not right to claim the credit twice with the department review by providing inaccurate information.

A. New facilities and major equipment (*Describe major changes in facilities and major equipment added in the past 5 years*)

Again, the information related to new facilities and equipment are provided in the individual academic program review of the college's three departments and school (Design, Housing and Merchandising; Human Development and Family Science; Nutritional Sciences; and Hotel and Restaurant Administration). By doing so, we would not duplicate the credit.

B. Academic and administrative efficiencies (*In the past 5 years, what strategies has the program used to achieve greater academic and administrative efficiencies?*)

The split of the Office of the Associate Dean for Academic Programs and Research into the Office of Academic Programs and Services, and the Office of Research and Graduate Studies and each administered by an associate dean has enhanced the opportunities for me to interact more effectively with the college Ph.D. students. I have more time to discuss with the students about their problems/concerns and provide valuable advices, to conduct workshops to discuss various subjects related to graduate studies including selection of and interactions with major professors, development of on-line CV profiles, on-line submission of dissertation, tips for job searching and interviews, etc. I was also able to discuss with all the Ph.D. students who submitted annual performance evaluations and provide positive inputs/comments, and conduct exit interviews with those leaving Ph.D. students. The students' concerns and suggestions were documented and passed to the department heads for sharing with the faculty. A good relationship has been established between the Office of Research and Graduate Studies and the Ph.D. students.

We also provides small amount of funds to support the students' travel to national conferences to present their research findings. In addition, this office provides the Ph.D. students with valuable information related to grant proposal writing for scholarship or research fellowships.

The sharing of the students' concerns and suggestions with the specialization departments resulted in changes in class offering and faculty's interaction with the Ph.D. students. For example, a one-credit class to teach the students about the graduate studies starting from graduate school application to selection of major professor, qualifying examination, leadership, proposal writing, and statistical methods used for dissertation research, to job interview and negotiation for the offering package, to how to deal with new job environment is being offered in the School of Hotel and Restaurant Administration. Furthermore, the Department of Design, Housing and Merchandising, and the School of Hotel and Restaurant Administration also prepared their own graduate handbook to better communicate with their graduate students. Therefore, the communication and interactions between the departments and the Office of Research and Graduate Studies with the Ph.D. students have greatly improved.

CRITERION IV Productivity

A. Enrollment

Fall	Headcount Enrollment	Grade Point Average of Majors
1999	52 (Fall 98)	3.76 (Fall 98)
2000	55 (Fall 99)	3.68 (Fall 99)
2001	57 (Fall 00)	3.59 (Fall 00)
2002	55 (Fall 01)	3.75 (Fall 01)
2003	58 (Fall 02)	3.66 (Fall 02)

B. Degrees Conferred

Year	Degrees Conferred
1998-1999	4
1999-2000	12
2000-2001	7
2001-2002	6
2002-2003	7

D. Student Demand for Academic Unit's Offerings

Year	Student Credit Hours				No. of Courses/Sections (Lecture/Discussion Only)				Average Section Size (Lecture/ Discussion Only)	% Classes Taught By Tenure/Tenure Track Faculty			Student/ Faculty Ratio (Faculty Only)	Student/ Faculty Ratio (Includes Graduate Assistants)
	Lower Division	Upper Division	Graduate	Total	Lower Division	Upper Division	Graduate	Total		Lower Division	Upper Division	Graduate		
1998-1999			21*				1					100	7/2	7/2
1999-2000			45				1					100	15/2	15/2
2000-2001														
2001-2002			45				1					100	15/2	15/2
2002-2003			51				1					100	17/2	17/2

*HES 6993 Graduate Seminar in Human Environmental Sciences (3 credits) is the only required college course that all the graduate students enrolled in the Human Environmental Sciences Ph.D. Program have to take. Students are taught in this class to deal with analysis of philosophy, critical issues, current developments and interrelationships among elements in human environmental sciences. This class was team-taught by the college dean (Dr. Patricia Knaub) and associate dean (Dr. Margaret Webster before 2002, and Dr. Cheng-I Wei after 2002).

*The other required and supportive courses for each Ph.D. specialization are taught by other faculty in the specialized department/school. Therefore, information related to student credit hours, number of courses/sections, student/faculty ratio, etc. are listed in the respective academic unit review package.

CRITERION V
Quality

A. Program Faculty

1. Faculty Qualifications

Name	Faculty Status (Regular or Adjunct)	Faculty Program FTE	Degrees Earned				Related Work Experience (Years)
			Highest		Highest in Teaching Area		
			Type	HEGIS	Type	HEGIS	
Patricia Knaub	Regular	0.10	Ph.D.	1305	Ph.D.	1305	30
Cheng-I Wei	Regular	0.50	Ph.D.	0411	Ph.D.	0411	24
Margaret Weber	Regular	0.50	Ph.D.	1304	Ph.D.	1304	25

Drs. Patricia Knaub and Margaret Weber team-taught HES 6993 in Summer 1998, Fall 1999, and Summer 2001; while Drs. Patricia Knaub and Cheng-I Wei team-taught the class in Fall 2002 and Spring 2004.

B. Evidence of regional/national reputation and ranking

There may be publications reporting national rankings of the departmental programs. For example, our School of Hotel and Restaurant Administration was ranked as the No. 8 top institution in a voluntary national survey consisting of 48 participating hospitality programs (*Journal of Hospitality & Tourism Education*, Vol. 14, Number 2, 4-8, 2002). However, there was no such official nationwide comparison of the total Human Environmental Sciences Ph.D. Program. Efforts were made in the past to compare the success in obtaining extramural funding, faculty FTE, GRE scores among various institutions, but none of them was satisfactory due to variations in program components among the institutions and the evaluation criteria used.

Some of our specialization area, such as the Hotel and Restaurant Administration, has a better ranking nationwide than the other specialization area such as Nutritional Sciences, due to the fact that many of the hospitality program do not have a Ph.D. research component. In general, if I were to grade our Human Environmental Sciences Ph.D. program, I would give a score of B⁺ to A⁻, based on the quality of our faculty, students, and programs; success in securing extramural grant supports; faculty publications and involvements in professional societies and state affairs; student achievements and success in securing university faculty positions and government job employments. Our goal is to move the ranking to A average for the entire Ph.D. Program which has four specialization areas: Design, Housing and Merchandising; Human Development and Family Science; Hotel and Restaurant Administration; and Nutritional Sciences.

C. Methods used to evaluate student achievement of program outcomes for each degree program

Human Environmental Sciences Ph.D. Program

Assessment Methods Used	Years
Ph.D. exit interview	2002
CHES Ph.D. student Annual Performance Evaluation	1999, 2000, 2001, 2002, 2003
OSU Graduate Alumni Survey	2001, 2003
CHES Graduate Student Satisfaction Survey	2002
OSU Graduate Student Satisfaction Survey	2000, 2002
CHES Masters Alumni Survey	1999
CHES Ph.D. Program Discussion with Students	2002
School of Hotel and Restaurant Administration Alumni Survey	2000

D. Overview of results from program outcomes assessment

Ph.D. Exit Interview (December, 2002)

- International students would like to have teaching, research and survey experiences during their Ph.D. studies. For some students who did most of their dissertation work

on survey research, they felt that they were weak in laboratory techniques or teaching experience.

- Some students were unclear about the purpose and function of the advisory committee. One specific student only met with the advisory committee two times: approval of dissertation proposal and dissertation defense.

Meetings with HES Ph.D. Students to Discuss Their Concerns (Fall semester, 2002)

Specialization in Hotel and Restaurant Administration

- More help from the faculty is needed for proposal writing.
- Students need more training in terms of job interview skills.
- Student's teaching experience can be strengthened.
- Course offerings for Ph.D. students are limited, especially for those students who already received Master's degree from the program.
- Quality of the research seminar can be improved.
- Graduate student/faculty ratio is not satisfactory. Number of faculty doing research is limited.
- Office space for graduate students is inadequate.
- Students do not understand that materials presented at professional meetings can be transformed into journal publications.
- It is due to deficiency in English, many foreign students are more comfortable with research than teaching.
- Provide assistance to students in editing English when they are writing a manuscript or proposal.
- Number of assistantship is low and the amount of stipend is low.
- Graduate experience in the department is satisfactory.
- The professors are friendly, helpful, and have good interactions with students. The professors go out of their way to help the students. They have good networking.
- The department is like a family.
- Teaching experience has been very helpful for Ph.D. students to become a professor in the future.
- Graduate student/faculty ratio is not satisfactory.

Specialization in Design, Housing and Merchandising

- The department does not offer enough Ph.D. courses for students to take.
- Better computer use is needed.

Specialization in Nutritional Sciences

- Ph.D. students in this specialization need to take many courses (45 credits). This creates problems for those students who received MS degree from the department.
- More teaching experience is needed.
- Research support is not adequate. Do not understand well about the function of the

dissertation advisory committee.

Specialization in Human Development and Family Science

- The student's interest does not match faculty's research expertise.
- Lack of funding for research activity.

E. Feedback from program alumni/documentated achievements of program graduates

See Appendices II and III, 2001 OSU Graduate Program Alumni Survey and 2003 OSU Graduate Program Alumni Survey

F. Other Program

See Appendix IV, 2002 Graduate Student Satisfactory Survey. But the survey results included inputs from 46 master's and Ph.D. students.

CRITERION VI Program Demand/Need

A. Occupation Manpower Demand (If applicable)

1. Advisory Committee Membership
2. Advisory Committee Recommendations
3. School Response to Recommendations
4. Other sources and documents indicating demand

B. Societal Needs for the Program

The future of the Human Environmental Sciences Ph.D. Program is bright. Nationwide, there exists a continuous shortage of qualified Ph.D. graduates for the vacant assistant professor positions in land grant universities and colleges. Our own experiences in recruiting very competent assistant professors to the four college units are semi-successful. Many of our own Ph.D. graduates in the Hotel and Restaurant Administration, Design, Housing and Merchandising, and Human Development and Family Science were successful in securing teaching faculty positions at universities. The Nutritional Sciences Ph.D. graduates were either pursuing postdoctoral training if they want to become a university professor someday, or working for the government agencies or industry.

CRITERION VII Program Duplication

A. Identify other degree programs at OSU with similar titles or functions:

OSU has no other degree program which has similar title or function as the Human Environmental Sciences Ph.D. Program.

B. Describe how your degree program is unique

The Human Environmental Sciences Ph.D. Program is a science-based program which focuses on studies of the reciprocal relationship between people and their natural, constructed or social environments. With specialization in Design, Housing and Merchandising; Human Development and Family Science; Nutritional Sciences; or Hotel and Restaurant Administration, the Ph.D. graduates are prepared for people-centered professions that develop solutions to many of today's most pressing issues. These issues include promoting and contributing to human development and family functioning, improving nutrition and health, designing and managing environments that address human needs where people live, work and play, and effectively managing and delivering products and services critical to the betterment of the environment. The Human Environmental Sciences Ph.D. graduates pursue professional careers in business, health, communications, education, international service, research, social welfare and a variety of agencies, organizations and institutions.

Summary and Recommendations

A. Strengths

1. Established reputation in the field
2. Faculty with strong research experiences and has close relationship with industry
3. Strong commitment of the program faculty to the quality of student teaching, research and advising
4. Well established evaluating system

B. Areas for Improvement

1. In some specialization area, the graduate student/faculty ratio is not satisfactory.
2. Limited number of graduate courses offered per semester.
3. More adequate office space is needed for the graduate students. Those Ph.D. students serving as teaching assistants need separate rooms.
4. Number of graduate assistantship is low and the amount of stipend is low.
5. A recruiting package to provide better health insurance coverage and complete tuition waiver is needed to better attract quality Ph.D. students to OSU and the Human Environmental Sciences Ph.D. Program.

C. Recommendations for Action

1. Increase the number of experienced faculty in order to improve the student/faculty ratio and to offer more graduate courses per semester
2. Recruit more quality Ph.D. students to the program
3. Increase funding support to the Ph.D. graduate students through fund raising and extramural grant proposal competition
4. Increase the number of nationally known researchers to promote graduate research activities

D. Five-Year Goals for the Program

1. Increase the total number of program Ph.D. graduate students to 70. However, the number of Ph.D. students majoring in Hotel and Restaurant Administration should be maintained at 25.
2. Continue to enhance the quality of the Ph.D. program by requesting the students participate in teaching activities and grant proposal writing.
3. Increase the number of graduate students' publications and presentations at national conferences. Have the Hotel and Restaurant Administration Program become one of the top five hospitality graduate programs in the nation, and the Nutritional Sciences one of the top 15 graduate programs in the nation.

**Appendix I Degree Requirements for the Ph.D. Specialization in Human
Development and Family Science**

Appendix II 2001 OSU Graduate Program Alumni Survey

Appendix III 2003 OSU Graduate Program Alumni Survey

Appendix IV 2002 Graduate Student Satisfactory Survey

Table 1. Response Rates for College of Human Environmental Sciences Programs. Number of alumni in the target population (Masters or Doctoral recipients from the years 1995 and 1999 from academic programs that elected to participate in the survey), number of completed telephone interviews, and response rates for each college and department. Response rate is the number of completed surveys divided by the initial number of alumni. The adjusted response rate is the number of completed surveys divided by the number of alumni who were 'reachable' (i.e., alumni for whom we had a valid U.S. telephone number).

	No. of Alumni	No. of Completed Surveys	Response Rate (%)	Adjusted Response Rate (%)
College of Human Environmental Sciences	82	46	56.1	75.4

The number of completed surveys from alumni in each CHES program area is shown below.

Degree Area	No. of Completed Surveys
Design, Housing and Merchandising (MS)	7
Family Relations & Child Development (MS)	20
Hotel and Restaurant Administration (MS)	2
Nutritional Sciences (MS)	8
Human Environmental Sciences (PhD)	9

Table 2. Responses of all College of Human Environmental Sciences alumni who participated in the 2001 Graduate Program Alumni Survey. Total number of respondents was 46, including 13 alumni from calendar year 1995 and 33 alumni from calendar year 1999.

Common Survey Questions

Overall Satisfaction	OSU Degree Received	Number of alumni who gave the response...			
		<i>very satisfied</i>	<i>satisfied</i>	<i>somewhat satisfied</i>	<i>somewhat dissatisfied</i>
Q1. How satisfied are you with your overall educational experience at OSU?	PhD	4	5	2	1
	Masters	13	12	6	2

Employment Status	OSU Degree Received	Number of alumni who gave the response...			
		<i>employed</i>	<i>graduate school</i>	<i>employed & graduate school</i>	<i>neither</i>
Q2. Are you currently employed or enrolled in a graduate or professional school program?*	PhD	8	0	1	0
	Masters	24	6	2	0
Q3. Are you currently seeking employment? <i>(only asked if alumnus responded "neither" to Q1)</i>	PhD	0	3	0	0
	Masters	0	2	0	0

*Actively seeking a graduate or professional degree; does not include those who are 'just taking classes'.

About Current Employment	OSU Degree Received	Number of alumni who gave the response...						
		<i>large corporation</i>	<i>small business/ small corp.</i>	<i>federal government</i>	<i>state government</i>	<i>local government</i>	<i>nonprofit org.</i>	<i>educ. institution or org.</i>
Which of the following best describes your current employment?	PhD	2	0	0	0	0	5	2
	Masters	4	6	1	3	0	1	11
If employed, are you employed full time or part time?	PhD	8	1	0	0	0	0	0
	Masters	24	2	0	0	0	0	0

2001 OSU Survey of Alumni of Graduate Programs
College of Human Environmental Sciences

		<i>highly related</i>	<i>moderately related</i>	<i>Slightly related</i>	<i>not at all related</i>					
How closely is your current position related to graduate studies at OSU? Would you say	PhD	6	1	1	1					
	Masters	13	8	3	2					
Overall, how satisfied are you that the graduate studies at OSU prepared you for your current position?	PhD	4	3	0	0	2	0			
	Masters	8	10	5	2	1	0			
What is your approximate total annual income including bonuses, stock options, and other income?*	PhD	1	1	5	0	0	0	0	0	1
	Masters	3	8	5	4	0	0	1	0	0

* includes alumni who stated they were "employed", but NOT those who were "employed and attending graduate school".

The full list of alumni position titles and employer names is given in Table 3.

Questions About Continuing Education	OSU Degree Received	Number of alumni who gave the response...					
		Degree currently being pursued:					
		masters	Doctoral	medical	law	business	other
If you are enrolled in a graduate or professional school, what degree are you pursuing?	PhD	1	0	0	0	0	0
	Masters	0	8	0	0	0	0
		very satisfied	Satisfied	somewhat satisfied	somewhat dissatisfied	dissatisfied	very dissatisfied
In general, how satisfied are you that your graduate program at OSU prepared you for your current graduate or professional school program?	PhD	0	0	1	0	0	0
	Masters	1	3	3	0	1	0

The full list of alumni graduate school names is given in Table 4.

Q18. "Do you have any additional comments you would like to make about your experience as a graduate student at Oklahoma State University?"

I WORKED ON MY THESIS VERY HARD AND AFTER I GRADUATED AND STARTED MY JOB IT DOESN' T APPLY TO THE REAL WORK. GIVE THE GRAD STUDENTS A CHOICE OF EITHER A THESIS OR A THREE MONTH PERIOD OF WORKING IN THE REAL FIELD.

INTERNATIONAL STUDENTS HAVE LESS CONSIDERATION THAN AMERICAN STUDENTS FOR ASSISTANSHIPS. THE PROGRAM I WAS IN WAS A VERY GOOD PROGRAM FOR WHAT I INTENDED TO DO. IT WAS GEARED MORE TOWARD TEACHING MY ONLY COMMENT ABOUT OUR PARTICULAR PROGRAM IS THAT IT NEEDS TO HAVE MORE FINANCIAL OR BUSINESS RELATED ALL TREND AND RESEARCH. THE LAST TWO ARE GREAT, BUT I REALLY LACKED THE UNDERSTANDING OF THE FINANCIAL PIECE

I THINK IT WAS THE HARDEST THING I EVER DID, IT WAS A GOOD EXPERIENCE OVERALL BUT IT WAS REALLY DIFFICULT. I ENJOYED IT. IT WAS FINE. OUR BLOOD RUNS ORANGE HERE AT OUR HOUSE. IT WAS VERY THOROUGH--THE PROGRAM, THAT IS. IT'S JUST A COMBINATION OF THE CLASSES, THE ONSITE THERAPY CLINIC AND WAS JUST A WELL-ROUNDED PROGRAM.

I WISH I HAD GOTTEN OUT SOONER. OVERALL, I THINK THE FRCD GRADUATE PROGRAM DOES A GOOD JOB OF PREPARING STUDENTS. HOWEVER, I THINK THE PROGRAM EMPHASIS ON GRANT WRITING CLASSES AND SHOULD EVEN MAKE A GRANT WRITING COURSE MANDATORY.

THE LEVEL OF SUPPORT THE FACULTY ARE GETTING FOR THE GRADUATE STUDENTS, THE SUPPORT BEHIND IT IS EVAPORATING. DON'T SEEM TO BE CONSISTENT WITH NEEDS. IT'S BEEN THE CHANGE THAT HAS MADE ME DISASTISFIED WITH THINGS.

NEED STRONGER CHILD DEVELOPMENT CLASSES. MORE APPLICATION THAN THEORY. I THINK FACULTY MEMBERS NEED TO KNOW THEY NEED TO GUIDE THE GRADUATE STUDENTS MORE EFFECTIVLY AND BECOME INVOLVED IN THEIR EDUCATION.

I WISH THAT MORE OF THE CLASSES HAD BEEN HANDS ON THINGS INSTEAD OF JUST THEORY. IT WOULD BE HLEPFUL IF THEY SPOKE MORE TO STUDENTS WHEN THEY ENTERED THE PROGRAM TO EXPLAIN MORE ABOUT QUANTITATIVE COURSE TO TAKE TO GET A PHD

THEY HAVE A VERY CARING ENVIRONMENT. FACULTY DON'T HAVE A CLUE ABOUT WHAT IS HAPPENING IN THE REAL WORLD; FACULTY DON'T COVER TOPICS THAT ARE CURRENTLY ARE VERY FOCUSED ON CERTAIN CULTURES--THEY PREACH DIVERSITY, BUT I DON'T THINK THEY ARE.

██████████ WAS EXCELLENT, WAS A VERY GOOD MENTOR, AND MADE ME THINK AND BE RESPONSIBLE FOR MY OWN WORK. I WAS WORKING FULL TIME AND DIDN'T HAVE THE OPERTUNITY TO WROK DIRECTLY WITH A FACULTY MEMBER AND WAS NOT GETTING THE STATISTICAL KNOWLEDGE AND OSU NEEDS TO BE AWARE OF THESE KINDS OF STUDENTS.

2001 OSU Survey of Alumni of Graduate Programs
College of Human Environmental Sciences

I WOULD SAY THAT MY ASSISTANTSHIP WENT MUCH FURTHER IN PREPARING ME FOR MY CAREER THAN MY COURSEWORK DID.
AREA-INTERIOR DESIGN-THAT TEACH GRADUATE COURSES. I COULD NOT RECOMMEND THE DEPT. ON THAT BASIS.

THE INTERDISCIPLINARY CERTIFICATE IN GERONTOLOGY WAS VERY IMPORTANT AND EXTREMELY HELPFUL IN MY JOB SEARCH.
THAT IS WHAT DREW ME TO OSU.

MY ADVISOR WAS EXCELENT.

I'VE ACHIEVED MY GOAL OF TEACHER AT THE COLLEGE LEVEL AND BEEN ABLE TO OPEN A PRIVATE COUNSELING PRACTICE.

I THINK WOULD HAVE BEEN NICER TO HAVE MORE DIVERSITY IN MY GRADUATE STUDIES. I NEEDED TO BROADEN MY KNOWLEDGE
GRADUATE SCHOOL.

I HAD A VERY POSITIVE EXPERIENCE

I REALLY LIKE HOW THEY TREAT THE INTERNATIONAL STUDENTS.

2001 OSU Survey of Alumni of Graduate Programs
College of Human Environmental Sciences

Table 3. Names of employers and position titles for College of Human Environmental Sciences graduate program alumni who graduated in 1995 and 1999. Note that the names of employers and positions titles are given in the alumnus' own words.

Employer:	Job Title:	Employer	Job Title
OSU	Supervisor in Office of Admissions	U.S. Personnel	New Business Benefits Coordinator
North Bethesda Dental Care	Office Manager	Real Estate Professionals	Real Estate Associate
Abercrombie and Fitch	Production Coordinator	OSU	General Manager of Hospitality Laboratories
Miss Jackson's	Assistant Buyer	Economy Lodge	Senior Lead Manager
Taylor Scott Architect	Project Manager	OSU Residential Life	Family Resource Center Coord.
JC Penneys	Senior Business Analyst	OSU	Assistant State Specialist
OSU	Coord. of Extension Programs & Adj Instructor for DHM	University of Houston	Dietetic Internship Director
Marie Benny Family & Youth Svcs	Marriage & Family Therapist	University of Oklahoma Health Sciences Center	Assistant Professor of Research
Parkside Incorporated	Children's Assessment Specialist	The University of Arkansas	Assistant Professor
Oklahoma Foundation for Medical Quality	Review Coordinator	University of Buffalo	Assistant Professor
Carnie Public Schools	Family & Consumer Sciences Teacher	Rogers State University	Faculty
Lockheed Martin IMS	Human Resources Manager	Northern Oklahoma College	Instructor
Family Independent Agency	Child Protective Services Investigator	Hillcrest Medical Center	Administrative Clinical Dietitian
OSU	Coordinator	Integris Baptist Health Center	Clinical Dietitian
Hillcrest Medical Center	Staff Nurse in Labor & Delivery	Sodexo Marriot	Clinical Dietitian
Stillwater Domestic Violence Parents Assistance Center	Child & Parenting Specialist	Keith and Associates	Consultant Dietitian
United States Airforce	Training & Curriculum Specialist	OSU Extension Center	Community Nutrition Area Coordinator
Texania Mental Health & Retardation	Early Intervention Specialist		

Table 4. Names of College of Human Environmental Sciences alumni's current graduate or professional schools.

Graduate or Professional School	Number of Alumni
<u>Oklahoma Universities:</u>	
Oklahoma State University	7
Northeastern State University	1
<u>Other Universities:</u>	
University of Louisiana - Monroe	1

Table 5. Current Place of Residence. Each alumnus who completed the survey was asked to provide their current zip code in order for alumni dispersion to be more accurately described.

State of Residence	Number of Alumni
Oklahoma	30
Texas	6
Ohio	2
Arkansas	1
Florida	1
Louisiana	1
Maryland	1
Michigan	1
New York	1
Utah	1
Wisconsin	1

College of Human Environmental Sciences Questions

<i>How would you rate your accomplishment of the following learning outcomes while you were a student in the College of Human Environmental Sciences at OSU?</i>	OSU Degree Received	Number of students who gave the response...				
		<i>1 not at all</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 a great deal</i>
I expanded my knowledge and skills in my field of study.	PhD	0	1	0	1	7
	Masters	0	0	3	18	16
I enhanced my ability to think analytically and logically.	PhD	0	0	1	1	7
	Masters	0	1	5	15	16
I developed the skills necessary to learn independently.	PhD	0	0	2	1	6
	Masters	0	0	8	13	16
I improved my ability to work cooperatively in groups.	PhD	1	0	3	3	2
	Masters	0	2	11	14	10
I improved my leadership ability.	PhD	0	0	0	5	4
	Masters	0	3	11	14	9
I increased my ability to critically examine my own ideas and the ideas of others.	PhD	0	0	1	3	5
	Masters	0	2	8	15	12
I improved my professional writing skills.	PhD	0	0	1	1	7
	Masters	1	0	4	13	19
I improved my computer application skills.	PhD	0	0	2	2	5
	Masters	4	4	7	13	9
I improved my oral communication skills.	PhD	0	0	1	4	4
	Masters	1	1	5	17	13
I developed an awareness of public policy issues and concerns in my field.	PhD	0	0	3	5	1
	Masters	2	6	10	12	7

Now I need to know how much you agree or disagree with the

Number of students who gave the response...

<i>following statements.</i>	OSU Degree Received	<i>strongly agree</i>	<i>agree</i>	<i>neutral</i>	<i>disagree</i>	<i>strongly disagree</i>
I needed more feedback on my academic progress while enrolled.	PhD	0	2	2	3	1
	Masters	5	7	7	12	6
Faculty members were interested in the welfare and professional development of graduate students.	PhD	5	3	1	0	0
	Masters	11	17	5	3	1
The members of my committee were generally available for consultation.	PhD	5	2	1	1	0
	Masters	12	17	3	4	1
I would recommend my department's graduate program to prospective students.	PhD	6	2	0	1	0
	Masters	13	14	6	3	1
The quality of academic program advising and information was excellent.	PhD	4	5	0	0	0
	Masters	6	18	6	7	0

	OSU Degree Received	Number of students who gave the response...		
		<i>Yes</i>	<i>No</i>	<i>Did not receive an offer</i>
Did an offer of an assistantship influence your decision to come to OSU?	PhD	3	3	3
	Masters	17	17	3

	OSU Degree Received	Number of students who gave the response...	
		Yes	No
Have you obtained or are you working on any professional credentials in your field?	PhD	3	6
	Masters	12	25

"Which credentials are those?" (open ended)

I AM GETTING PUBLISHED.

I AM WORKING ON A CFD - CERTIFIED FINANCIAL PLANNER.

PH.D.

MARRIAGE AND FAMILY THERAPY LICENSE

LICENSED CHILD AND PARENTING SPECIALIST

LICENSED PERSONAL COUNSELOR

REGISTERED DIETITIAN, LICENSED DIETITIAN

LICENSED MARRIAGE AND FAMILY THERAPIST

LPC

CHA--CERTIFIED HOSPITALITY ADMINISTRATOR

REGISTERED DIETITIAN AND LICENSED DIETITIAN

PH.D.

GETTING MY LICENSE

CERTIFIED FAMILY LIFE EDUCATOR (CFLE)

PROFESSIONAL HUMAN RESOURCE CERTIFICATION

College of: Human Environmental Sciences Graduate Student Satisfaction Survey 2002

Responses of CHES graduate students (**n=46**) for each item on the *2002 OSU Graduate Student Satisfaction Survey* are included in the tables below. The number of CHES graduate students who marked each response option, the average response score for CHES graduate students, and the average response score for all OSU graduate students who responded to the item (n=908) are given.

For each survey question, students responded on a 4-point Likert scale where 4=satisfied/agree and 1=dissatisfied/disagree (unless otherwise indicated). Responses of “not applicable” or “not aware of this service” were not included in the calculation of “average satisfaction score”.

I. Overall Satisfaction

	<i>n</i>	Not Applicable	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Average Satisfaction Score	OSU Average Satisfaction Score
How would you rate your overall satisfaction with your experience as a graduate student at OSU?	46	—	23 [50.0%]	18 [39.1%]	4 [8.7%]	1 [2.2%]	3.4	3.3

II. Academic Program Climate/Quality

	<i>n</i>	Not Applicable	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Average Satisfaction Score	OSU Average Satisfaction Score
How satisfied are you with your relationships and interactions with faculty in your department?	46	—	31 [67.4%]	8 [17.4%]	4 [8.7%]	3 [6.5%]	3.5	3.4
How satisfied are you with the overall quality of your academic program?	46	—	27 [58.7%]	12 [26.1%]	7 [15.2%]	0	3.4	3.4
How satisfied are you with the computer resources available to you in your program?	46	—	17 [37.0%]	10 [21.7%]	9 [19.6%]	10 [21.7%]	2.7	3.1
Research resources at OSU have met my needs as a graduate student.	46	—	20 [43.5%]	18 [39.1%]	5 [10.9%]	3 [6.5%]	3.2	3.1

	<i>n</i>	Not Applicable	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Average Agreement Score	OSU Average Agreement Score
My department provides a supportive environment for underrepresented groups.	46	—	22 [47.8%]	21 [45.7%]	2 [4.3%]	1 [2.2%]	3.4	3.2
I have received encouragement from faculty to conduct my own research.	46	5 [10.9%]	18 [39.1%]	17 [37.0%]	2 [4.3%]	4 [8.7%]	3.2	3.2
	<i>n</i>	Very Satisfied	Somewhat Satisfied	Ambivalent	Somewhat Dissatisfied	Very Dissatisfied	Average Agreement Score	OSU Average Agreement Score
Choose the option which best describes your feelings about your relationships with other graduate students in your department:	46	25 [54.3%]	15 [32.6%]	4 [8.7%]	2 [4.3%]	0	4.4	4.1*

* This question was scored on a Likert scale of 1-5, with 5 (very satisfied) as the highest value, and 1 (very dissatisfied) as the lowest value.

III. Relationships with Advisors & Advisory Committee

	<i>n</i>	Not Applicable	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Average Agreement Score	OSU Average Agreement Score
My advisor is approachable.	46	—	35 [76.1%]	6 [13.0%]	2 [4.3%]	3 [6.5%]	3.6	3.7
My advisor takes sufficient time to address my questions or concerns.	46	—	29 [63.0%]	10 [21.7%]	4 [8.7%]	3 [6.5%]	3.4	3.5
My advisor has provided me with accurate information regarding degree requirements.	46	—	27 [58.7%]	9 [19.6%]	6 [13.0%]	4 [8.7%]	3.3	3.4
My advisor provides constructive & informative feedback on my work.	46	—	28 [60.9%]	12 [26.1%]	3 [6.5%]	3 [6.5%]	3.4	3.4
My advisor encourages my professional development [e.g., participation in professional meetings, publishing in scholarly journals, etc.].	46	—	23 [50.0%]	11 [23.9%]	4 [8.7%]	8 [17.4%]	3.1	3.3
My advisory committee provides supportive and helpful guidance.	46	—	22 [47.8%]	18 [39.1%]	3 [6.5%]	3 [6.5%]	3.3	3.2

IV. Assistantships & Teaching Assistantships

	n	Teaching	Research	Other	No current assistantship	Never had assistantship		
If you have a graduate assistantship, your primary responsibility is:	46	4 [8.7%]	16 [34.8%]	9 [19.6%]	2 [4.3%]	15 [32.6%]		
	<i>n</i>	Not Applicable	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Average Agreement Score	OSU Average Agreement Score
² I think TA/GA/RA salaries are adequate.	31	—	11 [35.5%]	12 [38.7%]	5 [16.1%]	3 [9.7%]	3.0	2.3
¹ Faculty in my department provide teaching assistants with support and direction so they can improve their teaching skills.	4	—	0	2 [50.0%]	1 [25.0%]	1 [25.0%]	2.3	2.9
¹ I am provided with adequate resources [copies, equipment, computer access, printing, etc.] to perform my teaching responsibilities.	4	—	3 [75.0%]	1 [25.0%]	0	0	3.8	3.4
¹ Teaching assistants should be eligible for faculty/staff parking permits.	4	—	4 [100.0%]	0	0	0	4.0	3.7
	<i>n</i>	Not Applicable	Excellent Preparation	Adequate Preparation	Little Preparation	No Preparation	Average Score	OSU Average Score
¹ How would you describe the amount of preparation you received before entering the classroom?	4	1 [25.0%]	0	0	1 [25.0%]	2 [50.0%]	1.3	2.7
¹ Only asked if student had a teaching assistantship								
² Only asked if student had an assistantship								

V. Travel Monies

	<i>n</i>	Not Applicable	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Average Agreement Score	OSU Average Agreement Score
Departmental travel monies for the presentation of conference papers meet my needs as a graduate student.	46	23 [50.0%]	5 [10.9%]	6 [13.0%]	6 [13.0%]	6 [13.0%]	2.4	2.3
Graduate and Professional Student Association travel awards meet my needs as a graduate student.	46	26 [56.5%]	0	8 [17.4%]	5 [10.9%]	7 [15.2%]	2.1	2.0

VI. Preparation For Careers

	<i>n</i>	Not Applicable	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Average Agreement Score	OSU Average Agreement Score
My education at OSU is adequately preparing me for an academic career.	46	—	32 [69.6%]	10 [21.7%]	4 [8.7%]	0	3.6	3.4
My education at OSU is adequately preparing me for a career outside of academia.	46	—	22 [47.8%]	19 [41.3%]	4 [8.7%]	1 [2.2%]	3.4	3.2

VII. Health Insurance

	<i>n</i>	Unaware Insurance is Available	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Average Satisfaction Score	OSU Average Satisfaction Score
²How satisfied are you with the health insurance benefits available to TAs/GAs/RAs?	31	5 [16.1%]	5 [16.1%]	8 [25.8%]	4 [12.9%]	9 [29.0%]	2.4	2.5
	<i>n</i>	Never Filed Claim	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Average Satisfaction Score	OSU Average Satisfaction Score
²How satisfied are you with the process of filing claims on the insurance provided to TAs/GAs/RAs?	30	21 [70.0%]	0	3 [10.0%]	0	6 [20.0%]	1.7	2.6
² Only asked if student had an assistantship								

VIII. Experiences With OSU Services For Students

	<i>n</i>	Not Aware Of This Service	Not Applicable	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Average Agreement Score	OSU Average Agreement Score
The library resources at OSU have met my needs as a graduate student.		—	—	27 [58.7%]	16 [34.8%]	3 [6.5%]	0	3.5	3.4
	<i>n</i>	Not Aware Of This Service	Not Applicable	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Average Satisfaction Score	OSU Average Satisfaction Score
How satisfied are you with the health services available to you on this campus?		8 [17.4%]	—	14 [30.4%]	17 [37.0%]	2 [4.3%]	5 [10.9%]	3.1	3.0
	<i>n</i>	Not Aware Of This Service	Not Applicable	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Average Agreement Score	OSU Average Agreement Score
I have received adequate information regarding financial assistance available to graduate students.		—	9 [19.6%]	5 [10.9%]	13 [28.3%]	8 [17.4%]	11 [23.9%]	2.3	2.3
OSU should expand transit services on campus.		9 [19.6%]	—	18 [39.1%]	14 [30.4%]	1 [2.2%]	4 [8.7%]	3.2	3.2
Career services at OSU have met my needs as a graduate student.		16 [35.6%]	—	6 [13.3%]	13 [28.9%]	6 [13.3%]	4 [8.9%]	2.7	2.4
Services for students with families at OSU have met my needs as a graduate student.		6 [13.0%]	31 [67.4%]	2 [4.3%]	4 [8.7%]	0	3 [6.5%]	2.6	2.5
Counseling services available at OSU have met my needs as a graduate student.		3 [6.5%]	36 [78.3%]	5 [10.9%]	2 [4.3%]	0	0	3.7	3.0
Services for students with disabilities at OSU have met my needs as a graduate student.		2 [4.3%]	41 [89.1%]	0	0	1 [2.2%]	2 [4.3%]	1.3	3.0

VIII. Experiences With OSU Services For Students, cont.

	<i>n</i>	Not Aware Of This Service	Not Applicable	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Average Agreement Score	OSU Average Agreement Score
Services for minority students at OSU have met my needs as a graduate student.	46	5 [10.9%]	34 [73.9%]	3 [6.5%]	1 [2.2%]	3 [6.5%]	0	3.0	2.7
Services for international students at OSU have met my needs as a graduate student.	46	2 [4.3%]	30 [65.2%]	7 [15.2%]	5 [10.9%]	2 [4.3%]	0	3.4	3.2
The email services at OSU have met my needs as a graduate student.	46	9 [19.6%]	—	3 [6.5%]	11 [23.9%]	6 [13.0%]	17 [37.0%]	3.3	3.1
There is enough scholarship money available to graduate students.	46	—	9 [19.6%]	3 [6.5%]	11 [23.9%]	6 [13.0%]	17 [37.0%]	2.0	1.9
	<i>n</i>	Not Aware Of This Service	Never Used the OSU Website	Very Helpful	Helpful	Not Helpful		Average Agreement Score	OSU Average Agreement Score
How helpful is the OSU website [www.okstate.edu] when you need information?	46	—	1 [2.2%]	28 [60.9%]	16 [34.8%]	1 [2.2%]		2.6	2.4*

* This question was scored on a Likert scale of 1-3, with 3 (very helpful) as the highest value, and 1 (not helpful) as the lowest value

IX. Campus Climate & Diversity

	<i>n</i>	Not Applicable	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Average Agreement Score	OSU Average Agreement Score
OSU is a friendly campus towards those with culturally diverse backgrounds.	46	—	24 [52.2%]	20 [43.5%]	2 [4.3%]	0	3.5	3.4
I feel safe as a graduate student at OSU.	46	—	38 [82.6%]	6 [13.0%]	2 [4.3%]	0	3.8	3.7
I feel that OSU provides adequate protection against intimidation, harassment, and/or discrimination for international students.	46	—	24 [52.2%]	16 [34.8%]	6 [13.0%]	0	3.4	3.4

X. Satisfaction With the Graduate College

	<i>n</i>	Not Applicable	Agree	Agree Somewhat	Disagree Somewhat	Disagree	Average Agreement Score	OSU Average Agreement Score
When I began my graduate studies at OSU, I received adequate information from the Graduate College regarding campus programs and services.	46	—	14 [30.4%]	13 [28.3%]	11 [23.9%]	8 [17.4%]	2.7	3.4
	<i>n</i>	Not Applicable	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Average Satisfaction Score	OSU Average Satisfaction Score
How satisfied were you with the admissions process when you entered graduate school at OSU?	46	—	31 [67.4%]	6 [13.0%]	6 [13.0%]	3 [6.5%]	3.4	3.3
How satisfied are you with the helpfulness of the Graduate College staff in responding to your concerns and questions?	46	—	22 [47.8%]	13 [28.3%]	5 [10.9%]	6 [13.0%]	3.1	3.4

XI. Discrimination

The table below indicates the bases of discrimination both *observed* and *experienced* by the students in your college, as well as all other students in the survey population. Student participants were allowed to mark more than one basis of discrimination.

	Observed	Experienced	OSU Observed	OSU Experienced
Disability	2 [4.3%]	1 [2.2%]	22 [2.4%]	11 [1.2%]
Gender	6 [13.0%]	3 [6.5%]	122 [13.4%]	76 [8.4%]
Nationality	5 [10.9%]	4 [8.7%]	190 [20.9%]	121 [13.3%]
Race	10 [21.7%]	8 [17.4%]	171 [18.8%]	120 [13.2%]
Religion	2 [4.3%]	1 [2.2%]	63 [6.9%]	35 [3.9%]
Sexual Orientation	1 [2.2%]	1 [2.2%]	51 [5.6%]	10 [1.1%]
Enrollment Status	2 [4.3%]	2 [4.3%]	57 [6.3%]	46 [5.1%]
I have not observed/experienced discrimination at OSU.	32 [69.6%]	34 [73.9%]	534 [58.8%]	618 [68.1%]

What specific actions do you think OSU should take to better meet the needs of graduate students?

DESIGN, HOUSING & MERCHANDISING

Scholarship for graduate and in graduate level there aren't enough teachers

Graduate funding should be distributed on a needs basis, there are many adult learners in graduate programs who are employed and many times make 3 to 10 times as much as other adult learners in graduate programs, but it seems those who need \$'s don't get it and those who have it are rewarded with fee waivers and other funding.

reduced housing costs

Create more benefits for graduate students such as graduate student parking spaces as well as better health insurance. The depth of my college as far as professor expertise is limited. There should be more professors with Doctorate degrees. There was limited classes offered due to this fact. More minority faculty and student recruitment.

FAMILY RELATIONS & CHILD DEVELOPMENT

there needs to be better communication for graduate students who did not attend OSU for undergrad. The assumption that we know where things are and how things work is incorrect.

Realizing that most graduate students work full time, it would be beneficial to allow them access to the library on-line. This would assist students in completing class work and research.

Consideration for graduate students who are not full time students and have full time (40 hour+) jobs outside class time.

More hands on classes and less theory.

Remove limit of 3 years for being TA or RA

I have found that the GSA is not well organized and available. At times, documents that are needed for traveling, etc. have not been available/updated, not has anyone been around who could answer a question or respond to an e-mail.

require teaching methods classes if student is expecting to teach at the college level have standards for comp. exams across departments

Have more informative presentations and tell the students What's GOING ON more frequently!!!!

I have a number of suggestions:

- There should be more clear guidelines for how to write a thesis.
- More clear explanations of what the differences actually are between a thesis and creative component.
- Better guidance from advisors and the graduate college.

Lessen the research load on the professors to give them more time to concentrate on their graduate classes and students. Let them either teach or do research, but don't require both. The students are the ones that suffer (like the university cares as long as profs are bringing in money)

Make it more user friendly to distance education students.

Offer more compressed courses.

I feel that my needs are pretty much being met. I think that it would be beneficial to me to have more graduate classes offered during the day time so that less time would be taken away from family.

Keep literature about graduate programs up to date and accurate. Foster environment that encourages input, positive and negative, from students by requiring faculty to provide input opportunities. Advertise all available financial help by group (e.g., Hospitality, FRCD, etc.)

HOTEL & RESTAURANT MANAGEMENT

more scholarships and subsidies

Have a constant consultation with the graduate students and ask them of their feelings, frustrations, and opinions.

I think OSU need more connection for my career. For international student is hard to find a job in US.

NUTRITIONAL SCIENCES

It's difficult to spread the information that travel money is available. It seems undergraduate opportunities are everywhere, but not for grad students. Systems are set up so undergrads know what to do, who to ask, where to go for anything, but no one teaches the grad students. It's like we're automatically supposed to know how to do things.

OSU should get good grants and projects especially in engineering departments, as most of the international students are in these departments, everybody is trying hard to get any type of assistantship. But there are seldom availability of assistantships. It is increasing the competition among student without any desired result. I think OSU can increase the payment of on campus jobs and with assistantship a student should get some instate tuition waiver too. The career fair is a good thing but this time it was very discouraging as not a single company was ready to accept resume from international student. so OSU should bring such companies who are also interested in international student

I think OSU is doing a great job meeting the needs of the graduate students, I think the current situation can be further improved, by dividing the graduate assistantship positions among more students rather than a few students getting all the graduate hours.

Creating of graduate student office or partitioning the big room to accommodate 2-3 students will be good. Graduate students wish to stay late beyond regular work hours. Extending the bus service at least about 9.00PM will be good for those who don't have private means.

Provide monies available to those that would like to attend professional conferences for educational purposes as well.

- Inform the students about resources available for their area such as travel funds, scholarships, etc. Because sometime the resources are there but the students don't know about them.
- Inform about academics resources to help students during the graduate

So far OSU meets the needs of graduate students.

I feel lost about the whole process, especially when it comes to the thesis.

They should make more scholarship available to graduate students

OSU should help international students when they have to go back to their countries for surveys or sampling purposes, at least taking charge of half of the air flight tickets costs.

Have a departmental orientation for graduate students. Help international students to attend and present at professional students professional meetings. Make it a requirement for student to make presentations at such meetings in addition to the Grad symposium.

What issue(s) of importance could the OSU Graduate and Professional Student Association (GPSA) address?

DESIGN, HOUSING & MERCHANDISING

Minority recruitment, insurance, parking spaces

better pay for graduate assistants, better programs and Opportunities to teach undergraduate course in the areas of training

scholarship for international student and collage weaver

FAMILY RELATIONS & CHILD DEVELOPMENT

I am not familiar with the association goals and objectives so I cannot answer.

ethics for all departments

Maybe more graduate asst.?

Assisting students with finding funds that would assist with dissertation work.

Greater opportunities for returning students to participate.

One issue would be to address offering more compressed courses.

How many times students have been told by professors - if you want to learn something, get a book and teach yourself. Encourage teaching as a priority (as opposed to research and publication)

Scholarships, Resume/Vita building, Courses on HOW to teach college students, give money to students just wanting to ATTEND conferences/seminars out of the state or region.

Help prepare for comps

HOTEL & RESTAURANT MANAGEMENT

Need to be more active in getting their name and purpose out! I've been here for over 2 years, and I still don't know when and where they meet, or exactly what their purpose is.

1. Financial Aid for graduate students

2. Scholarship and Fellowship for International Students

3. Health Insurance for RAs, TAs, GAs

academic and financial supports for graduate students

NUTRITIONAL SCIENCES

GPSA is pretty good about giving away the money they have. It's neat they got us health insurance. Could they address us non-traditional grad students who don't live and work on campus. I feel like I'm treated like a red-headed step-child because I live and work in Tulsa. I'm finished with classes so I'm rarely on campus. Could GPSA address my needs?

Provide workshops on preparing for the job market and life after grad school

They should give information about scholarship availabilities and advise the student on how to access grants for their research.

They should pay more attention in international students affairs and problems

If you have additional comments about your advisor or advisory committee, please provide them below.

DESIGN, HOUSING & MERCHANDISING

This is not just with my advisor, or committee, but with most of the faculty in the department of Design, Housing and Merchandising. The department needs to make major changes in the departments graduate programs. This survey reflects my own feelings and dissatisfaction with this program. It would be wise for the department to visit the principles of adult education as stated by Malcom Knowles before making major adjustments in their the methods they employ in this department. It is very dissatisfying to have been in program that employs tactics that is degrading to the adult learner and a program that does take advantage of the adult learner's skills.

FAMILY RELATIONS & CHILD DEVELOPMENT

My answers reflect my newness to the program (second semester). I have had little contact with my advisor and haven't set up my committee.

No one tells you what you are supposed to be doing with your committee. I work best with deadlines and the Thesis process is so moment-to-moment and not specific.

My advisor has done nothing to help me. I try to reach him via phone and e-mail and he simply does not return my messages. I have to hound him for weeks on end to get anything out of him and then I do not feel I get his best, which is what I feel I deserve to get out of my tuition and commitment to my college and department.

My advisor is great. Very supportive and helpful. The committee is also supportive for the most part. I have only had a few minor problems.

I would have liked to understand that students are/were free to choose their committee members before I procured my committee. Knowing this information would have changed the make-up of my committee.

I am extremely satisfied with my advisor. However, I have not met with the committee because I have not established my plan of study. I will be doing this quite soon.

I do not have an advisory committee that I know of.

HOTEL & RESTAURANT MANAGEMENT

Dr. ***** in HRAD is the best advisor I've ever met!

My advisor and advisory committee are awesome.

no comment for my advisor. They are doing great

NUTRITIONAL SCIENCES

She is a very nice person and I think OSU in general should behave as she does. she helped me last year to find a job to go to my country for sampling and lent me some money to purchase my airflight ticket. This year she will send me to attend a conference.

My advisor hates me. She doesn't trust me to do anything on my own or to make any decisions, but if anything goes wrong in the research, she tells me it's my fault because it's MY project. If I had known she was going to be such a jerk, I would have gotten my MS elsewhere. I am miserably finishing my research.

My advisor is very vindictive and rude person, she has always discouraged me and provided me wrong information. I'm not at all satisfied with her. As I am serving her as a R.A, she has always rebuked me on minor mistakes, and tried to exploit me by providing quarter time assistantship and asking me to work 20hrs (unofficially) with her. Now she has removed me from her research and asking me to only perform library work for her. she has always made me feel that I'm a worthless person, kept on blaming me in every thing. She cannot teach properly and claims to be a good teacher; she doesn't like to hear my side. I have never seen such a bad tempered person.

I am happy with my advisor in that she is very accommodative, and interested in my professional development, research activity. My advisory committee is also very supportive of my research activity as it relates to each member's expertise.
they are student-friendly making communication easy

My committee has recognized my potential and encourages me to flourish in the nutrition profession

I am not sure of the exact role of the advisory committee. Is it only at the proposal meeting and defense only? This is my experience with the committee?

DEPARTMENT UNIDENTIFIED

I have to ask all the questions. I do not know all the questions to ask. I find out more things from other grad. students.

**If you have additional comments about your experiences as a TA/GA/RA,
please provide them below.**

DESIGN, HOUSING & MERCHANDISING

As a graduate assistant in a doctoral program I feel it was a grave waste of talents, money and time to have myself and other graduate assistants baby-sitting a photocopier for students to make copies and to watch samples. This is job for a student-worker who does not have a professional degree, who has not just come out of job market with current design experience, and is not professionally certified. I have won many major design awards in my field and have many years experience. I have also taught design courses at other universities, but yet was denied the opportunity to teach undergraduate design courses at Oklahoma State University. The same program has faculty who teach design courses that are not even certified in the field. These same faculty could not get licenses in any of the states around Oklahoma who require certification to even practice as a designer and teach in these sates institutions of high learning.

FAMILY RELATIONS & CHILD DEVELOPMENT

I think parking permits for TA, GA's etc...would be very beneficial since most of us park off in commuter areas and have to walk. It's not so bad in the summer, but winter is a mess!!!!

HOTEL & RESTAURANT MANAGEMENT

the salary is not sufficient. We don't mind to work for longer hours, but we need the financial supports.

NUTRITIONAL SCIENCES

I believe that a new health insurance policy should be considered. I have a different carrier and prefer to pay, because at least I have adequate coverage with this insurance company, unlike the one that OSU has chosen for the grad students.

Closer parking accommodations would ease the burden of early course taught (I.e. 7:30 AM)

I have no problem working in the labs. The professors environment in our Dept. is very friendly

Teaching should be a universal requirement a graduate school for one to ably work in teaching academia, especially for doctoral students!!

Funds should be made available for this experience!! Research component at least helps one to know about research.

I had extremely bad experience as an RA, my advisor expected me to know everything, and always rebuked me, she has treated me very bad and never listened to me, I tried my level best but could never satisfy her. she always kept on blaming me on minor mistakes, she is not at all patient towards a student and doesn't know how to deal with them. To me she is racist

DEPARTMENT UNIDENTIFIED

I wish I could have more exp. in the classroom

**If you have any comments about student services at OSU, please choose a
service named in the previous questions. How, specifically, can this service be
improved?**

DESIGN, HOUSING & MERCHANDISING

The library has not had many of the scholarly research journals I have needed for my research and as a result many times I have to drive to Norman and use University of Oklahoma library to meet my research needs.

Minority services: Minority scholarships in a variety of fields, not just technical areas. A support organization specifically for minority grad students. More minority faculty and students.

Server is down a lot and especially during peak hours it is painfully slow. Very frustrating. I do not know enough about computers to suggest a solution. However, I am sure it can be improved, for example, by adding more servers.

FAMILY RELATIONS & CHILD DEVELOPMENT

More specific Financial aid for graduate students should be implemented and explained in great detail.

HOTEL & RESTAURANT MANAGEMENT

The transit service should be extended up to 6:00 pm during cold seasons. And there should be more buses picking up students because there are times that there is only 1 small bus that will take students at 5:00 pm. I believe that the driver did it out of the goodness of his heart because he saw students standing in the cold waiting for the other bus that did not come.

More service for International Student so I can easily find a job for my career

NUTRITIONAL SCIENCES

I spent 6 months trying to make an appt w/ the woman's center at the health clinic. I finally gave up and made an appt in Tulsa where I live. They were completely unwilling to help me see a doctor.

More trips to the city would be appreciated. Since this place does not have public transport, it is difficult to go to the city if need arises. This affect international students who cannot afford to buy a car.

very good performance

Thus far, the phenomenon of e-mail appears only to be a suggestion at this institution. The inability to send/receive/access at any given moment strongly inhibits progress in the age of technology.

There should be more transits for students in summer times

The ISS is very good at counseling but can't provide anything else.

If you have any concerns, questions, or statements about OSU's policies and/or methods for dealing with discrimination, harassment, or treatment of international students, etc., please list them below.

DESIGN, HOUSING & MERCHANDISING

I feel that in graduate assistantship opportunities, international student don't have the same opportunities than American student

FAMILY RELATIONS & CHILD DEVELOPMENT

I do not feel that I was intentionally discriminated against. However, I do feel that there are some faculty/staff that could benefit from some form of diversity training. I have had experiences that make me believe that some of the staff still need to develop a belief of equality.

The only thing I can think of, is if there were some kind of anonymous reporting venue. Academic pressure and political posturing most certainly gets in the way of feeling free to express discontentment with a situation or issue.

HOTEL & RESTAURANT MANAGEMENT

No discrimination especially for the teacher

I think OSU makes a big deal out of catering to international students. We are getting a reputation as being nothing but an international school. More domestic students, who do not need financial aid, are searching for schools that keep an even percentage of nationalities, so no one is a minority. I know on numerous occasions I've been the only American in my class, and no I'm not in engineering or the MBA program.

NUTRITIONAL SCIENCES

I am satisfied with the policies

Some professors in OSU still think that coloured students do not deserve certain grades. If you deserve a B they would give you a C and if you deserve an A they will tend to give you a B. Fortunately the professors in our Dep't are not concerned and Dr ***** of Statistics is wonderful.

Q53 What information/programs that could be provided by the Graduate College would have been helpful to you during orientation?

DESIGN, HOUSING & MERCHANDISING

The Graduate College needs to develop a better system of filing. When I filed my plan of study I had heard they were very bad to lose and misplace items, so I had them to sign a statement stating they had received my plan of study, the plan of study becomes lost and the person who signed denied it was even his signature when even the secretary recognized the signature as his. Therefore I now have no faith in the Graduate College. The man who had denied it was his should be fired, if he worked for me he would be fired for lying and not admitting there was a mistake made. This still happens a lot and they don't take any responsibility but just push it off in the graduate student.

I like my graduate department, but if I have to do something in graduate college (Whitehurst) the some of people in that building is not very helpful (just some of them) it seems like they don't take application seriously & they are NOT NICE

How graduate school works. Timeline for thesis.

Advisor selection: How important picking an advisor is that reflects your area of interest.

Getting a graduate school manual would help very much.

FAMILY RELATIONS & CHILD DEVELOPMENT

I was never informed of Orientation prior to attending the graduate program. An invitation would be nice.

orientation to the school and Stillwater

Don't know anything about the graduate college benefits. If you are a working adult...you could not attend an orientation.

Some kind of explanatory process about the general nature of academic terms: What is a thesis? What is a committee? What kinds of groups are available? Are you aware of all these possible financial opportunities? How is the college set up? Where do you eat on campus? etc.

Much of my experience is simply to find out all these answers by chance, asking (when I knew to ask) or word of mouth.

Explanation of hours of enrollment during the semester the graduate student intends to graduate. Also, why is it NOT possible for a student to postpone walking the stage for graduation? (for example - my husband will earn his PhD the semester after me and I would like to accept my diploma & walk at the same time not only for the special ness of the occasion

HOTEL & RESTAURANT MANAGEMENT

Orientation, what orientation? If your not an international student the graduate college does nothing for you, until you try to hand in your thesis.

NUTRITIONAL SCIENCES

I didn't go through any orientation.

Orientation?

bus shuttle service exists and how it operates.

I got enough

The orientation was well organized.

