Expected Outcome 1: Students will be prepared for employment

Upon completion of their degree in Human Development and Family Studies, students will have the ability to successfully engage in careers working with individuals and families in both the public and private sectors. Specifically, students will be able to work collaboratively, interact effectively with diverse populations, apply field-related knowledge to solve problems, and demonstrate professionalism.

Assessment Method 1: Senior Internship Project

Assessment Method Description

The senior internship project is a comprehensive written assignment completed by students at the end of their internship semester. In Spring 2013, the senior internship project and grading rubric were revised to provide for more detailed assessment of student professionalism in three areas: (a) ability to identify work responsibilities (i.e., application of writing, technology, interpersonal skills and ethics); (b) articulate a professional philosophy (i.e., identify and evaluate professional goals); and (c) engage in self-reflection (i.e., identify personal strengths and areas for improvement, and apply knowledge to professional tasks). Total scores on each of the three professionalism dimensions ranged from 0 (not addressed) to 10 (fully addressed).
The professionalism assessment rubric was applied to 18 of 74 (25%) randomly selected senior internship projects at the end of Spring and Summer 2013 semesters. Students averaged: 8.6 on their ability to express an understanding of career-related work responsibilities, 8.2 on their ability to articulate a professional philosophy, and 8.3 on their ability to engage in self-reflection.

### How did you use findings for improvement?

The findings reflect improvement that resulted from enhanced instruction on setting and evaluating professional goals that was provided for students Spring and Summer 2013. Specifically, the instruction resulted in improved performance in students’ ability to articulate a professional philosophy as evaluated by the assessment rubric (6.5 last year versus 8.2 during the current evaluation period).
Assessment Method 2: Internship Exit Survey

Assessment Method Description
Students responded to an online exit survey at the end of their full-semester, 12 credit hour required senior internship. The exit surveys were completed at the end of Fall 2012, Spring 2013 and Summer 2013 semesters. Five questions from the survey were used to assess students’ self-perceived preparation to (a) work collaboratively; (b) interact effectively with diverse populations; (c) apply research-based knowledge to solve problems; (d) demonstrate professionalism; and (e) be successful in workplace. Students were asked to indicate whether they felt well-prepared, prepared, or not prepared to perform in each employment-related area assessed.

Internship Exit Survey

Employment Questions
As a result of completing your coursework and HDFS Internship, how prepared are you to work collaboratively with others in a job?

_____ Well prepared  _____ Prepared  _____ Not prepared

As a result of completing your coursework and HDFS Internship, how prepared are you to interact effectively with diverse populations?

_____ Well prepared  _____ Prepared  _____ Not prepared

As a result of completing your coursework and HDFS Internship, how prepared are you to apply research-based knowledge to solve problems?

_____ Well prepared  _____ Prepared  _____ Not prepared

As a result of completing your coursework and HDFS Internship, how prepared are you to demonstrate professionalism in a job?

_____ Well prepared  _____ Prepared  _____ Not prepared

To what extent do you feel prepared for success in the workplace as a result of completing your coursework and HDFS Internship?

_____ Well prepared  _____ Prepared  _____ Not prepared

Findings
One hundred and eight out of 108 total students completed the exit survey at the end of their senior internship semester. One hundred percent of students indicated that they felt prepared to work collaboratively (97% well-prepared; 3% prepared), 99% of students indicated that felt prepared to work effectively with diverse populations (85% well-prepared; 14% prepared), 95% indicated that they felt prepared to apply research-based knowledge to solve problems (50% well-prepared; 45% prepared), and 100% of students indicated that they felt prepared to demonstrate
professionalism in the workplace (93% well-prepared; 7% prepared). In addition, 100% of students indicated that they felt prepared for success in the workplace (78% well-prepared; 22% prepared).

**How did you use findings for improvement?**
Although 95% of students reported feeling prepared to apply research-based knowledge to solve problems, we were surprised that nearly half of this group did not select the “well-prepared” response but rather perceived that they were only somewhat prepared. Meetings were held with faculty to discuss how to better prepare students to apply research-based knowledge to professional practice. Options considered included (a) increasing activities in existing classes to enhance confidence with research and its application when solving problems and (b) creating new curriculum additions specifically focused on research methodology and its application.

**Additional Comments**
The Internship Exit Survey was revised Fall 2012 to include an assessment of students’ perception of their preparedness to demonstrate professionalism in the workplace. The results, which were incorporated into this report for the first time, suggest that students perceive that they are well-prepared to demonstrate professionalism in positions of employment.

**Assessment Method 3: Alumni Survey**

**Assessment Method Description**
A brief telephone survey was conducted with Fall 2011, Spring 2012 and Summer 2012 HDFS alumni six to 10 months following graduation. Alumni were asked about their employment and their perceptions of their preparation for employment. Email and Facebook were used to contact alumni who could not be reached by telephone in order to increase the response rate.
Findings

The Alumni Survey was completed by 58 out of 120 HDFS alumni resulting in a 48% response rate. Seventy-nine percent of alumni reported being currently employed with 72% indicating they were working in a HDFS-related field. Of the alumni who reported on their level of preparedness for employment (45), 92% reported that they felt prepared for meeting the responsibilities of their job following graduation (85% well-prepared; 7% prepared). All alumni who reported feeling unprepared for employment stipulated that they had sought employment in a non-HDFS-related field. Among the unemployed alumni, 5 indicated they were not actively seeking employment due to family obligations and the remainder reported that they were attending graduate school.

How did you use the findings for improvement?

Faculty met to discuss avenues for expanding the professional development opportunities available for our undergraduates, including reviving our undergraduate professional organization (OPHD) to provide mentoring and targeted activities, as well as promoting service learning experience through faculty advisers.

Additional Comments
We continue to explore and implement strategies to improve the alumni response rate as well as the specificity and consistency of data collected through training of telephone interviewers.
Assessment Method 4
Internship Site Supervisor Evaluation

Assessment Method(s) Description
Site supervisors provided written performance evaluations at the end of students’ full semester, 12 credit hour required senior internship. Evaluations were completed at the end Fall 2012, Spring 2013 and Summer 2013 semesters. Items on the evaluations were combined into subscales and averaged to assess student readiness for entering the workforce upon graduation. Fifteen items were combined to assess student abilities to (a) work collaboratively; (b) interact effectively with diverse populations; (c) apply field-based knowledge to solve problems; and (d) demonstrate professionalism. Four evaluation items were combined to assess students’ overall potential for success in their chosen careers. Total scores on the subscales ranged from 1 (unacceptable) to 5 (excellent).

Internship Site Supervisor Evaluation of Student Performance

Employment Method
Rating scale used for each item:
5=Excellent, 4=Good, 3=Average, 2=Below Average, 1=Unacceptable, X=Not Observed

Items used to assess student ability to “work collaboratively”
- maintained high quality interpersonal relationships with clients
- maintained high quality interpersonal relationships with staff
- communicated in an open and direct manner
- collaborated effectively with others

Items used to assess student ability to “interact effectively with diverse populations”
- interacted effectively with people from diverse backgrounds
- demonstrated awareness of intercultural diversity

Items used to assess student ability to “apply field-related knowledge to solve problems”
- generated and evaluated alternative solutions when solving problems
- applied field-related knowledge to solve problems
- demonstrated an ability to think independently and use good judgment

Items used to assess student ability to “demonstrate professionalism”
- was dependable in regard to arrival at work, scheduled appointments and meetings, and completion of assigned tasks
- was efficient in regard to time management
- adapted easily to routines and changes in the work environment
- exhibited a high level of initiative and industriousness
- demonstrated a high level of professional interest and intellectual curiosity

Items used to assess student “potential for success in their chosen careers”
- fulfilled job-related duties and responsibilities
- demonstrated a high level of self-awareness in regard to personal/professional growth, skills, needs, etc.
- demonstrated a high level of service to the agency’s program
- demonstrated potential for working with an agency in this professional area

If there were a job opening in your organization for an entry level professional position, would you consider hiring this intern? Yes ___ No ___ Intern has been hired ___
Findings

Site supervisor evaluations were completed on 120 out of 120 total senior-level interns. Students earned an average rating of 4.82 for their ability to work collaboratively, 4.75 for their ability to interact effectively with diverse populations, 4.72 for their ability to apply field-related knowledge to solve problems, and 4.77 for their ability to demonstrate professionalism. Site supervisors rated students’ overall potential for success in their chosen careers as 4.84. In addition, 96% of site supervisors indicated that they would hire their student intern if a job opening was available in their company; 26% of interns were hired by their internship site. The findings suggest that internship site supervisors perceive students’ preparedness for employment as excellent.

How did you use findings for improvement?
Based on the findings, no improvement is planned at this time.

Additional Comments
The number of students hired at the completion of their internship (26%) was consistent with the results reported in AY12 (25%).

Expected Outcome 2: Students will be prepared for graduate school

Upon completion of their degree in Human Development and Family Studies (HDFS), students will be able to successfully pursue post-graduate work in human development and family studies or related fields. Specifically, students will be able to think critically, write effectively, apply field-related knowledge to solve problems, and work collaboratively with others.

Assessment Method 1: Undergraduate Mentoring Program Assessment

Assessment Method Description

In the semester-long HDFS Undergraduate Mentoring Program for Graduate School, undergraduate students who are interested in graduate school are paired with a graduate student mentor. Mentoring pairs are asked to meet several times over the course of the semester and all participants attend a group meeting held at the beginning and at the end of the semester. At the end of the semester, evaluations are completed by both mentors and mentees. Four items on the mentee evaluation were used to assess
undergraduates’ perceptions of their preparation for graduate school and their overall satisfaction with the program. Two items on the mentor evaluation were utilized to assess graduate students’ perceptions of their mentee’s preparation for graduate school as well as their own satisfaction with mentoring. Response choices on all items range from 1 (not at all) to 5 (definitely). One additional question was utilized on both the mentor and mentee evaluation to gauge the number and range of activities completed by the mentoring pairs.

**Undergraduate Mentoring Evaluation**

**Undergraduate Mentee Items**

As a result of participating in the mentoring experience, are you better informed about graduate school?

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<tr>
<td>Not at all</td>
<td>Somewhat</td>
<td>Definitely</td>
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As a result of participating in the mentoring experience, are you better prepared to apply to graduate school?

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<tr>
<td>Not at all</td>
<td>Somewhat</td>
<td>Definitely</td>
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As a result of participating in the mentoring experience, are you more confident that you will be successful in graduate school?

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<tr>
<td>Not at all</td>
<td>Satisfied</td>
<td>Very</td>
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Overall, how satisfied were you with the mentoring experience?

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<tbody>
<tr>
<td>Satisfied</td>
<td>Satisfied</td>
<td></td>
<td></td>
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**What activities did you participate in during the semester? (Check All that Apply)**

- [ ] I attended the first Group Mentoring Meeting (Orientation)
- [ ] I attended the second Group Mentoring Meeting (Panel Discussion)
- [ ] I joined the HDFS Undergraduate Mentoring Program Facebook group
- [ ] I interviewed my mentor about graduate school
- [ ] My mentor interviewed me to learn more about my interests in attending graduate school
- [ ] I identified at least one graduate school that interests me
- [ ] I learned about the application requirements for at least one graduate school
- [ ] I shadowed my mentor during at least one graduate school activity
- [ ] I shadowed another mentor during at least one graduate school activity
- [ ] I reviewed my mentor’s letter of intent and vitae for graduate school
- [ ] My mentor reviewed my resume
- [ ] I identified specific steps I can take to better prepare for graduate school
- [ ] I worked with my mentor to develop an action plan I can follow to enhance my preparedness for graduate school (Please submit a copy with your Mentee Feedback Form)
- [ ] I participated in other activities (not mentioned above) with my mentor. Please list:
Findings

All undergraduate student participants in the Fall 2012 (n=7) and Spring 2013 (n=8) mentoring program completed the evaluations and reported that they were: (a) better informed about graduate school (4.47); (b) better prepared to apply to graduate school (4.33); and (c) more confident about their ability to be successful in graduate school (4.40). They also reported being satisfied with their mentoring experience (4.33). All graduate student mentors (n=15) completed the evaluation and reported that they perceived their undergraduate mentee as being better prepared for graduate school (4.25) and that they also were satisfied with their mentoring experience (4.06). For both mentors and mentees, their overall satisfaction with the program seemed to be associated with greater involvement in mentoring-related activities. Specifically, mentors and mentees who reported participating in more activities and meetings...
together also tended to report higher ratings on the satisfaction item.

**How did you use findings for improvement?**

The faculty advisor for the HDFS Undergraduate Mentoring Program used the findings to enhance the structure and content of the group meetings and to create detailed tasks designed to be completed through the cooperation of mentors and mentees in the time between group meetings. These modifications were implemented with the intent to promote more frequent contact between mentors and mentees and to enhance the mentees’ preparation for graduate school.

**Additional Comments**

None

**Assessment Method 2:** Internship Exit Survey

**Assessment Method Description**

Students responded to an online exit survey at the end of their full-semester, 12 credit hour required senior internship. The exit surveys were completed at the end of Fall 2012, Spring 2013 and Summer 2013 semesters. Four questions from the survey were utilized to assess students’ perception of their readiness for graduate school in each of the following areas: (a) ability to apply critical thinking; (b) ability to work collaboratively, (c) ability to write effectively; and (d) ability to be successful in graduate school. Students were asked to indicate whether they felt well-prepared, prepared, or not prepared to perform in each area assessed.
Findings

One hundred and eight out of 108 total students completed the exit survey at the end of their senior internship semester. Of the students who believed they would continue their education (45%) or might continue their education (38%), 99% felt prepared for success in graduate school or another program of study (44% well-prepared; 55% prepared). More specifically, 97% of these students felt prepared to engage in critical thinking (60% well-prepared; 37% prepared) and 100% felt prepared to work collaboratively (88% well-prepared; 12% prepared). Due to an error that occurred when the exit survey was transferred from one platform to another, only Fall 2012 students (n=30) reported on their perceived preparedness for writing effectively in graduate school. Of those students, 93% felt prepared to write effectively (40% well-prepared; 53% prepared).

How did you use findings for improvement?

Although 99% of students reported feeling prepared for success in graduate school or another program of study, we were concerned that more than half of this group did not select the “well-prepared” response. Meetings were held with faculty to discuss strategies for enhancing our undergraduate students’ preparation for graduate school. Options considered included (a) increasing promotion for student participation in our undergraduate mentoring program for
graduate school; (b) adding instruction in existing courses on graduate school preparation, and (c) creating new curriculum additions specifically focused on critical thinking, research and field-specific writing skills.

**Additional Comments**
Corrections were made to the Intern Exit Survey Fall 2013 to allow for assessment of all students’ perceived preparedness to write effectively in graduate school.

**Assessment Method 3: Alumni Survey**

**Assessment Method Description**
A brief telephone survey was conducted with Fall 2011, Spring 2012, and Summer 2012 HDFS alumni approximately six months following graduation. Alumni were asked about their participation in graduate school as well as their perceptions of their preparation for graduate school. Email and Facebook were used to locate alumni who could not be contacted by telephone in order to increase the response rate.

**Alumni Survey**

**Graduate School Questions**

Are you currently enrolled in graduate school, or are you pursuing another degree?

- [ ] Yes  
- [ ] No

If no, do you anticipate enrolling in graduate school or pursuing another degree within the next year?

- [ ] Yes  
- [ ] No

All things considered, how well prepared were you/are you for graduate school or earning a second degree as a result of completing your HDFS degree?

- [ ] Well-prepared  
- [ ] Prepared  
- [ ] Not prepared

What advice would you offer to future HDFS students?

Are you currently employed?

- [ ] Yes  
- [ ] No

Who is your employer?

- [ ]

What is your position or job title?

- [ ]

**Findings**

The Alumni Survey was completed by 58 out of 120 HDFS alumni resulting in a 48% response rate. Twenty-one percent of alumni
contacted indicated they were currently enrolled in graduate school
and an additional 39% stated that they were considering attending
graduate school within the next year. Of the alumni who are currently
enrolled, 100% reported feeling prepared for success in graduate
school (83% well-prepared; 17% prepared). Seven percent of the
alumni attending graduate school also reported being employed full-
time in an HDFS-related field. The open-ended responses of several
alumni who were either enrolled in graduate school or considering
enrolling in graduate school included recommendations that current
students take advantage of the HDFS Undergraduate Mentoring
Program for Graduate School.

How did you use the findings for improvement?
Based on the feedback of Alumni, we focused on promoting the HDFS
Undergraduate Mentoring Program for Graduate School. Efforts were
made to increase the participation of undergraduate students in the
undergraduate mentoring program through classroom
announcements, graduate student mentor outreach, and emails sent
to through our undergraduate listserv.

Additional Comments
We continue to explore and implement strategies to improve the alumni
response rate as well as the specificity and consistency of data collected
through training of telephone interviewers.

Assessment Method 4
Internship Site Supervisor Evaluation

Assessment Method(s) Description
Site supervisors provided written performance evaluations at the end of
students’ full semester, 12 credit hour required senior internship.
Evaluations were completed at the end Fall 2012, Spring 2013 and
Summer 2013 semesters. Ten items on the evaluation were combined into
subscales and averaged to assess student readiness for entering graduate
school in the following areas: (a) ability to write effectively; (b) ability to
apply critical thinking; (c) ability to apply field-related knowledge to solve
problems; and (d) ability to work collaboratively. Total scores on the
subscales ranged from 1 (unacceptable) to 5 (excellent).
Internship Site Supervisor Evaluation of Student Performance

Graduate School

Rating scale used for each item:
- 5=Excellent, 4=Good, 3=Average, 2=Below Average, 1=Unacceptable, X=Not Observed

Findings

One hundred and twenty out of 127 total senior-level interns were evaluated by their respective site supervisors. Students earned an average rating of 4.73 for their ability to write effectively, 4.69 for their ability to think critically, 4.72 for their ability to apply field-related knowledge to solve problems, and 4.82 for their ability to work collaboratively. In addition, 99% of site supervisors indicated they would be willing to provide their student intern with a recommendation to graduate school. The findings suggest that site supervisors perceive students as well-prepared for graduate school.

How did you use findings for improvement?

Based on the findings, no improvement is recommended at this time.

Additional Comments

None