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 research-based knowledge to solve problems, and demonstrate professionalism.

Assessment Method 1: 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 2013, Spring 2014 and Summer 2014 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 in a job; (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.
Findings
Eighty-four out of 85 total students completed the exit survey at the end of their senior internship semester. Ninety-nine percent of students indicated that they felt prepared to work collaboratively (91% well-prepared; 8% prepared), 99% of students indicated that felt prepared to work effectively with diverse populations (82% well-prepared; 17% prepared), 92% indicated that they felt prepared to apply research-based knowledge in a job (35% well-prepared; 57% prepared), and 99% of students indicated that they felt prepared to demonstrate professionalism in the workplace (92% well-prepared; 7% prepared). In addition, 98% of students indicated that they felt prepared for success in the workplace (71% well-prepared; 27% prepared).

How did you use findings for improvement?
The findings were used to facilitate conversations with faculty about how to improve students’ ability to apply research-based knowledge in a position of employment. Although 92% of students reported feeling prepared to apply research-based knowledge, less than half of this group did not select the “well-prepared” response but rather indicated they were only somewhat prepared and 8% of the group stated they felt unprepared. Moreover, the overall percentage of students indicating they felt either well-prepared or prepared to apply research-based knowledge was slightly lower than during the previous academic year (92% versus 95%). One strategy we have implemented to enhance students’ ability to apply research-based knowledge in positions of employment has been to split our HDFS 5200 Program Development and Evaluation course into two sections with the first section placing greater emphasis on identifying field-related problems and
applying research-based information to solve them. We also are increasing our efforts to promote student involvement in undergraduate research so that they can gain more experiencing in using research-based information to address work-related problems.

Additional Comments
None

Assessment Method 2: Internship Site Supervisor Evaluation

Assessment Method 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 2013, Spring 2014 and Summer 2014 semesters. Items on the evaluations were combined into subscales and averaged to assess student readiness for entering the workforce upon graduation. Seventeen 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 87 out of 87 total senior-level interns. Students earned an average rating of 4.81 for their ability to work collaboratively, 4.79 for their ability to interact effectively with diverse populations, 4.76 for their ability to apply field-related knowledge to solve problems, and 4.85 for their ability to demonstrate professionalism. Site supervisors rated students’ overall potential for success in their chosen careers as 4.85. In addition, 98% of site supervisors indicated that they would hire their student intern if a job opening was available in their company; 23% of interns were hired by their internship site.
How did you use findings for improvement?
Based on the findings, no improvement is planned at this time. The findings suggest that internship site supervisors perceive students’ preparedness for employment as excellent.

Additional Comments
The findings of our site supervisor evaluations consistently reveal that approximately one-quarter of our students are hired at the completion of their internship (AY14=23%, AY13=26%, AY12=25%).

Assessment Method 3: Alumni Survey

Assessment Method Description
A brief survey was conducted with Spring 2013, Summer 2013 and Fall 2013 HDFS alumni approximately six to 10 months following graduation. Surveys were completed over the telephone and through email. Alumni were asked about their current employment and their perceptions of their preparation for employment (i.e., well-prepared, prepared, not prepared). Email also was used to contact alumni in order to increase the response rate.

HDFS Alumni Survey

Employment Questions
Are you currently employed? ______ Yes ______ No

Is your employment position ______ Full-time? ______ Part-time?

Who is your employer? ________________________________

What is your position or job title? ________________________________

All things considered, how well prepared were you for this job as a result of completing your HDFS degree?

______ Well prepared ______ Prepared ______ Not prepared

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

______ Yes ______ No
Findings
The Alumni Survey was completed by 55 out of 103 HDFS alumni resulting in a 53% response rate. Eighty-four percent of alumni reported being currently employed with 87% indicating they were working in a HDFS-related field. Of the alumni who reported they were employed (46), 100% indicated they felt prepared for meeting the responsibilities of their job following graduation (70% well-prepared; 30% prepared). Among the unemployed alumni, 8 were enrolled in graduate school full-time and 1 was pursuing admission to law school.

How did you use the findings for improvement?
In our on-going effort to support students’ preparedness for employment, we hosted the HDFS Internship and Professional Day Fall 2013. This career-fair style event provided our undergraduate students with a professional venue to meet with community organizations from around the Southeast, learn about service-learning opportunities, explore career directions and practice professional communication skills.

Additional Comments
The findings suggest that HDFS alumni who seek a position of employment following graduation are successful at obtaining it and that our students graduate confident they are prepared to meet the responsibilities of their chosen career.

Assessment Method 4
Senior Internship Project

Assessment Method(s) Description
The senior internship project is a comprehensive written assignment completed by students at the end of their internship semester. A detailed grading rubric has been developed to provide a 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 range from 0 (not addressed) to 10 (fully addressed).
Findings
The professionalism assessment was applied to a total of 22 out of 85 (26%) senior internship projects that were randomly selected at the end of Fall 2013, Spring 2014 and Summer 2014 semesters. Students averaged 8.6 on their ability to express an understanding of career-related work responsibilities, 8.1 on their ability to articulate a professional philosophy, and 8.8 on their ability to engage in self-reflection.

How did you use findings for improvement?
In Fall 2013, the HDFS department joined the Auburn University ePortfolio cohort and began development of a comprehensive plan to integrate the ePortfolio into the HDFS curriculum. The plan requires all HDFS majors to create a rudimentary ePortfolio in HDFS 2030 Professional Development and Ethics that will be expanded in subsequent courses and finalized during the HDFS Internship (HDFS 4920). The initial phase of this plan was implemented Fall 2014. It is expected that engaging students in developing and finalizing their ePortfolio across the HDFS curriculum will better prepare them to identify work-related responsibilities, engage in critical self-reflection and articulate a professional philosophy.
Additional Comments
None

**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 research-based knowledge to solve problems, and work collaboratively with others.

**Assessment Method 1: Undergraduate Mentoring 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, middle and 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 the undergraduates’ preparation for graduate school as well as their own satisfaction with mentoring. Response choices on all items range from 0 (not at all) to 2 (definitely). Mentees also were asked at the end of the program if they did not plan to attend graduate school, if they planned to attend graduate school in the future, or if they were uncertain about their plans for graduate school.
Findings
All undergraduate student participants in the Fall 2013 (n=7) and Spring 2014 (n=7) mentoring program completed the evaluations. One-hundred percent of mentees reported that they were better informed about graduate school (2.00). Mentees also reported that they felt better prepared to apply to graduate school (1.85) and more confident about their ability to be successful in graduate school (1.93). One-hundred percent of mentees stated they were fully satisfied with their mentoring experience (2.00). All graduate student mentors (n=14) completed the evaluation and reported that they perceived their undergraduate mentee as being better prepared for graduate school (1.71) and that they were satisfied with their mentoring experience (1.93). At the end of the mentoring program, 11 out of 14 mentees indicated that they plan to attend graduate school in the future. Three mentees indicated that they did not plan graduate school.

How did you use findings for improvement?
In our on-going efforts to enhance mentees’ preparedness for graduate school,
the findings were used to modify the structure of the group meetings. Specifically, the second meeting of the semester was changed to address concrete strategies students can use during their undergraduate career to increase their preparedness for graduate school and the third session was modified to present steps for developing goals and an action plan for gaining acceptance into graduate school following completion of the mentoring program. A mentee orientation meeting also was implemented to provide undergraduate participants with direction for getting the most from their mentoring experience.

**Additional Comments**
One goal of the undergraduate mentoring program is to have students consider whether graduate school is a good fit for them and their future goals. Whether students plan or plan to not go to graduate school at the conclusion of the program is considered a successful outcome.

**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 2013, Spring 2014 and Summer 2014 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
Eighty-four out of 85 total students completed the exit survey at the end of their senior internship semester. Of the students who believed they would continue their education (46%) or might continue their education (33%), 99% felt prepared for success in graduate school or another program of study (44% well-prepared; 54% prepared). More specifically, 100% of these students felt prepared to engage in critical thinking (50% well-prepared; 50% prepared) and 100% felt prepared to work collaboratively (77% well-prepared; 23% prepared). Eighty-nine percent of students felt prepared to write effectively in graduate school (47% well-prepared; 42% prepared).

How did you use findings for improvement?
In order to increase the percentage of students who are prepared to write effectively, the HDFS department has expanded our efforts to improve the writing skills of our undergraduates. Specifically, we have expanded the number of written assignments required in our undergraduate classes and employed HDFS graduate students to assist in evaluating students’ work, especially in larger lecture classes. Students are provided with detailed feedback on an initial draft of key written assignments and then allowed to revise them prior to submitting the final version. Students whose writing is particularly problematic are referred to the Miller Writing Center for additional assistance.

Additional Comments
Our effort to enhance our students’ ability to write effectively is consistent with
the Auburn University Writing Initiative.

**Assessment Method 3: Alumni Survey**

**Assessment Method Description**
A brief survey was conducted with Spring 2013, Summer 2013 and Fall 2013 HDFS alumni approximately six to 10 months following graduation. Surveys were completed over the telephone and through email. Alumni were asked about their participation in graduate school as well as their perceptions of their preparation for graduate school (i.e., well-prepared, prepared, not prepared).

- **HDFS 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
  
  If you are enrolled or plan to enroll in school within the next year, what field of study are you pursuing, or will you pursue (i.e. counseling, social work, education, nursing, etc.)?
  
  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
  
  Are you or will you work while attending school?
  _____ Yes, full-time  _____ Yes, Part-time  _____ No
  
  Did you participate in the HDFS Undergraduate Mentoring Program for Graduate School?
  _____ Yes  _____ No

**Findings**
The Alumni Survey was completed by 55 out of 103 HDFS alumni resulting in a 53% response rate. Thirty-eight percent of alumni contacted indicated they were currently enrolled in graduate school and an additional 53% stated that they were considering attending graduate school within the next year. Of the alumni who are currently enrolled, 96% reported feeling prepared for success in graduate school (67% well-prepared; 29% prepared). Only 1 student who had enrolled in a health law degree program indicated that she did not feel prepared for graduate school. Sixty-two percent of the alumni attending graduate school also reported being employed either full or part-time in an
HDFS-related field.

**How did you use the findings for improvement?**
The primary focus of the HDFS Undergraduate Mentoring Program for Graduate School is preparing students for successful entry into graduate school. Based on the Alumni Survey, increased effort will be made to encourage undergraduate mentees to shadow graduate student mentors during typical graduate student activities and to incorporate information on successfully navigating graduate school once enrolled.

**Additional Comments**
About one-quarter (26%) of all alumni who were enrolled in graduate school had participated in the HDFS Undergraduate Mentoring Program. On-going effort is being made to promote participation in the program among undergraduates. A greater emphasis on successfully navigating graduate school also will be incorporated into HDFS 2030 Professional Development and Ethics.

**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 2013, Spring 2014 and Summer 2014 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 research-based 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

Items used to assess student ability to “write effectively”
- used computer software and online resources effectively to meet responsibilities
- was proficient in written communication formats

Items used to assess student ability to “think critically”
- demonstrated critical thinking skills

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 “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

If the student was interested in applying to graduate school, would you be able to recommend him/her as a good candidate for successfully completing a program of study? Yes ___  No ___

Findings
Eighty-seven out of 87 total senior-level interns were evaluated by their respective site supervisors. Students earned an average rating of 4.76 for their ability to write effectively, 4.76 for their ability to think critically, 4.76 for their ability to apply research-based knowledge to solve problems, and 4.81 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.

How did you use findings for improvement?
Based on the findings, no improvement is recommended at this time. The findings suggest that site supervisors perceive students as well-prepared for graduate school.

Additional Comments
None