Expected Outcomes: 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 apply field-related knowledge to solve problems, work collaboratively, interact effectively with diverse populations, and demonstrate professionalism.

Related typical general education outcomes:
1. Information Literacy
6. Ability to Solve Open-Ended Problems
8. Oral Communication
10. Intercultural Knowledge and Diversity Awareness

Assessment methods

Method: Internship Site Supervisor Evaluation

Site supervisors provided written performance evaluations at the end of students' semester-long, 12 credit hour required senior internship. Eighteen evaluation items were combined into subscales and averaged to assess student readiness for entering the workforce upon graduation. Scores on the subscales range from 1 (unacceptable) to 5 (excellent).

Findings:

Site supervisor evaluations were completed on 111 senior-level interns. Students earned an average rating of 4.79 for their ability to work collaboratively, 4.71 for their ability to interact effectively with diverse populations, 4.67 for their ability to apply field-related knowledge to solve problems, and 4.78 for their ability to demonstrate professionalism. Site supervisors rated students' overall potential for success in their chosen careers as 4.83. In addition, 96% of site supervisors indicated they would hire their student intern if a job opening was available in their company and 25% of interns were hired by their internship site.

How did you use findings for improvement?

None

Additional comments:

The percent of students hired at the completion of their internship increased from 18% in AY10 to 25% in AY11.

Method: Internship Exit Survey

Students responded to an online exit survey at the end of their semester-long, 12 credit hour required senior internship. Four questions from the survey were utilized to assess student perceived readiness for entering the workforce upon graduation. Students were asked to indicate whether they felt well-prepared (5), somewhat prepared (3), or not prepared (1), to perform in each employment-related area.
Findings:

One hundred and two students completed the exit survey at the end of their senior internship semester. One hundred percent of students indicated they felt prepared to work collaboratively (99% well-prepared; 1% somewhat prepared) 95% indicated that felt prepared to work effectively with diverse populations (93% well-prepared; 2% somewhat prepared), and 96% indicated they felt prepared to apply field-related knowledge to solve problems (52% well-prepared; 44% somewhat prepared). In addition, 100% of students felt prepared for success in the workplace (83% well-prepared; 17% somewhat prepared).

How did you use findings for improvement?

None

Additional comments:

None

Method: Senior Internship Project

The senior internship project is a comprehensive written assignment completed by students at the end of their internship semester. Beginning Spring 2012, a detailed assessment rubric was developed and used to evaluate three components of professionalism. Total scores on each of the dimensions ranged from 0 (not stated or completed) to 10 (specifically and fully completed).

Findings:

The professionalism assessment rubric was applied to 19 of 73 (26%) senior internship projects randomly selected at the end of Spring and Summer 2012. Students averaged: (a) 8 on their ability to express an understanding of career-related work responsibilities (i.e., writing, technology, interpersonal skills, and application of classroom knowledge); (b) 6.5 on their ability to articulate a professional philosophy (i.e., identify knowledge, values, and skills relevant to professional practice), and 7.5 on their ability to engage in self-reflection (i.e., identify personal strengths and areas for improvement).

How did you use findings for improvement?

Additional effort will be made to strengthen student’s ability to articulate a professional philosophy during their internship. Specifically, they will be provided with greater direction in setting and accomplishing specific professional goals.

Additional comments:

None

Method: Alumni Survey

A brief telephone survey was conducted with Spring 2011 and Summer 2011 HDFS alumni approximately six months following graduation. Alumni were asked about their employment and their perceptions of their preparation for employment. Email and Facebook also were used to locate alumni who could not be contacted by telephone in order to increase the response rate.

Findings:

The Alumni Survey was completed by 36 out of 86 HDFS alumni resulting in a 42% response rate. Seventy-five percent of alumni reported being currently employed with 81% indicating they were working in a HDFS-related field. Of the alumni who reported their level of preparedness (n=21) ninety-six percent felt prepared for meeting the responsibilities of their job following graduation (81% well-prepared; 14% somewhat prepared). Of the unemployed
alumni, only 2 reported they were looking for work.

How did you use findings for improvement?

Additional efforts will be made to increase the number and training of telephone interviewers, including the recruitment of College of Human Sciences Ambassadors.

Additional comments:

None

Expected Outcomes: Students will be prepared for graduate school.

Upon completion of their degree in Human Development and Family Studies, 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.

Related typical general education outcomes:

- 2  Analytical and Critical Reading
- 7  Written Communication
- 11 Scientific Literacy

Method: Undergraduate Mentoring Assessment

In the semester-long Undergraduate Mentoring Program for Graduate School, undergraduate students who are interested in graduate school are paired with a graduate student mentor. Mentoring pairs meet individually two to four times during the semester and all participants attend a group meeting held at the beginning and end of the semester. At the end of each semester, evaluation questions are completed by both mentors and mentees. Response choices range from 1 (not at all) to 5 (definitely).

Findings:

Undergraduate students in the Fall 2011 (n=13) and Spring 2012 (n=11) graduate school mentoring program reported they were: (a) better informed about graduate school (4.55), (b) better prepared to apply to graduate school (4.38); and (c) more confident about their success in graduate school (4.12). They also were satisfied with their mentoring experience (4.43). Graduate student mentors reported they were: (a) better prepared to work with undergraduates in the future (4.05); (b) more confident as a mentor (3.7); and © satisfied with their mentoring experience (3.58). The also indicated their mentee was better prepared for graduate school (3.75).

How did you use findings for improvement?

Additional strategies will be identified to help mentors motivate their mentees to be fully engaged in the program.

Additional comments:

None

Method: Internship Site Supervisor Evaluation
Site supervisors provided written performance evaluations at the end of students' semester-long, 12 credit hour required senior internship. Evaluation items were combined into subscales and averaged to assess student readiness for entering graduate school upon graduation. Scores on the subscales ranged from 1 (unacceptable) to 5 (excellent).

**Findings:**

One hundred eleven senior-level interns were evaluated by their respective site supervisors. Students earned an average rating of 4.80 for their ability to write effectively, 4.69 for their ability to think critically, 4.67 for their ability to apply research-based knowledge to solve problems, and 4.79 for their ability to work collaboratively. In addition, 99% of site supervisors indicated they would be willing provide their student intern with a recommendation for graduate school.

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

None

**Additional comments:**

None

**Method:** Internship Exit Survey

Students responded to an online exit survey at the end of their semester-long, 12 credit hour required senior internship. Four questions from the survey were utilized to assess students' perception of their preparedness for graduate school. Students were asked to indicate whether they felt well-prepared (5), somewhat prepared (3), or not prepared (1).

**Findings:**

One hundred and two students completed the exit survey at the end of their senior internship semester in AY11. Of the students who believed they would continue their education (40%), or might continue their education (33%), 62% felt well-prepared for success in graduate school or another program of study. More specifically, students felt well-prepared to: (a) engage in critical thinking (75%); (b) write effectively (71%); and (c) work collaboratively with others (92%).

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

None

**Additional comments:**

None

**Method:** Senior Internship Project

The senior internship project is a comprehensive written assignment completed by students at the end of their internship semester. Beginning Spring 2012, a detailed assessment rubric was developed and used to evaluate three components of writing effectiveness. Total scores on each of the dimensions ranged from 0 (not stated or completed) to 10 (specifically and fully completed).

**Findings:**

The writing effectiveness assessment rubric was applied to 19 of 73 (26%) senior internship projects randomly selected at the end of Spring and Summer 2012. Students averaged: (a) 8 on mechanics (i.e., grammar, punctuation, spelling); (b) 7 on presentation (i.e. neatness and completeness); and (c) 9 on their ability to integrate examples of professional practice to
support main ideas (i.e., application).

How did you use findings for improvement?

None

Additional comments:

None

Method: Alumni Survey

A brief telephone survey was conducted with Spring 2011 and Summer 2011 HDFS alumni approximately six months following graduation. Alumni were asked about their enrollment in graduate school and their perceptions of their preparation for graduate school. Email and Facebook also were used to locate alumni who could not be contacted by telephone in order to increase the response rate.

Findings:

The Alumni Survey was completed by 36 out of 86 HDFS alumni resulting in a 42% response rate. Twenty-eight percent of alumni reported being currently enrolled in graduate school. Of those in graduate school, 90% felt prepared (80% well-prepared; 10% somewhat prepared).

How did you use findings for improvement?

None

Additional comments:

None