

Annual Goals for Human Environmental Sciences

2010-2011

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| Title: | Additional Culinary Faculty |
| Description: | Create an additional faculty line within the HES department for the hiring of one full-time, tenure-track culinary faculty member |
| Budget: | 75000.00 |
| University Goals: | 1,2,5 |
| Strategic Goals: | |
| Responsibility: | Department Chair |
| Participation: | Faculty |
| Results: | An additional faculty member has not been hired in the Culinary Arts Program even as the numbers of students have grown at a rapid rate. |
| Actions: | A non-teaching, part-time culinary assistant was hired to assist the Chef in student laboratories and with culinary events. Although this has not solved the faculty shortage in the program, it has been helpful. |
| Improvements: | |

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| Title: | Grant Submission |
| Description: | Research, write, and submit a grant to fund adult education in the areas of school foods, family consumer science education, or HES related areas. |
| Budget: | 0.00 |
| University Goals: | 5 |
| Strategic Goals: | |
| Responsibility: | Department Chair |
| Participation: | Faculty |

Results: The Grant was submitted. The reporting time for the results concerning the grant is later this summer.

Actions: If awarded, the faculty will submit another grant to expand the scope of the proposed program. If the grant is not received, it will be resubmitted next year.

Improvements:

Title: HES Marketing and Recruitment

Description: Offer student tutor and school visits for regional Family Consumer Science Programs in an effort to recruit students into the HES Department.

Budget: 3500.00

University 2,5

Goals:

**Strategic
Goals:**

Responsibility: Department Chair

Participation: Faculty and students

Results: Students have assisted in two Career Fairs mid-high and high school students during the past year. Several regional high schools have toured both the east campus and the main campus facilities. Faculty and students have visited classes at the local high school to demonstrate computer technology in Interior Design and to talk about the programs in Human Environmental Sciences.

Actions: Plans for next year will expand the opportunities for students and faculty to visit area schools and talk with students in the Family and Consumer Sciences classes. Once hired, the new Family and Consumer Sciences Specialist will work closely with area teachers to create more opportunities for collaboration between the schools and Human Environmental faculty and students.

Improvements:

Student Learning Outcomes for Human Environmental Sciences

2010-2011

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| Title: | Food and Nutrition |
| Description: | Students will have the knowledge of basic dietary guidelines for healthy eating and demonstrate the ability to utilize those guidelines when assessing and planning dietary intake for themselves and others. |
| Budget: | \$0.00 |
| Core Competencies: | 2,3,4,5 |
| 25% Online: | |
| 50% Online: | |
| Core Competencies: | 2,3,4,5 |
| How Often: | Every year |
| Assessed this Year? | Yes |
| Responsibility: | HES Faculty |
| Participation: | Dean of the College of Education |
| Direct Assessments | |

Indirect Assessments

Employer evaluations for internships used in determination of student internship assessment

Results: Student knowledge and abilities in the Department of Human Environmental Sciences are assessed through portfolio development, exit exam and Internship. Skill assessments are made throughout the career of the student. Students obtain knowledge of basic dietary guidelines for healthy eating and demonstrate the ability to utilize those guidelines when assessing and planning dietary intake for themselves and others. This knowledge is presented in HES 342 Nutrition and practiced in HES 242 Food Science. The knowledge is also accessed in the exit exam and demonstrated in the student portfolio. Students who have internships in the area of foods and nutrition and in the culinary field use these skills when appropriate to their experience and are assessed by the employer, the UNA intern supervisor and in a self-assessment.

Curriculum: Information received during portfolio presentation has led to the faculty in the foods and nutrition concentration to begin consideration of curricular revisions. A decision was made to direct the student in Therapeutic Dietetics in more case studies in which the student will increase knowledge in nutritional guidelines and demonstrate this knowledge in working through the dietary problems involved in the cases studied. Nutrition students collaborated with culinary students in menu planning and provided the nutritional value of the foods prepared and served to guests at a culinary event. Foods and Nutrition students have the opportunity to participate in a NO PANE program in which area families are invited into the culinary center one Tuesday each month for a five month period. Healthy eating guidelines are presented and food demonstrations are given to the families. This is an excellent experience for students to demonstrate their knowledge of healthy eating guidelines.

Actions: Continue NO PANE program.

Improvements:

Title: Elements and Principles of Design

Description: Students will have the knowledge of elements and principles of design and demonstrate this understanding in design for functional and aesthetically pleasing interiors, clothing, and food presentation.

Budget: \$0.00

Core Competencies: 2,3,4,5

25% Online:

50% Online:

Core Competencies: 2,3,4,5

How Often: Every year

Assessed this Year? Yes

Responsibility: HES Faculty

Participation: Dean of the College of Education

Direct Assessments

Senior Exhibition by Interior Design Students

Demonstrated in portfolio presentation

Demonstrated in portfolio presentation

Indirect Assessments

Results: Students are presented with the knowledge of elements and principles of design in HES 361 Introduction to Interior Design which is a required core course in the department. Projects assigned in this class are a part of the portfolio presented in the senior year. These skills are demonstrated throughout the portfolio in all concentrations. This knowledge is also assessed in the departmental exit exam. Students have to demonstrate these skills in their internship experiences whether in jobs related to interiors, clothing, food, and early childhood education and care.

Curriculum: Project requirements in the class have been geared to relate specifically to the students career interest. Two sections have been offered each fall. Once section is offered to interior design students while the other section is offered to all other students.

Actions: Two sections have been offered in Introduction to Interior Design each fall. Once section is restricted to interior design students and the other section is offered to all other students. Students are able to concentrate on how to use this knowledge in their own areas of interest and study.

Improvements:

Title: Textiles

Description: Students will have a basic knowledge of components of textiles and demonstrate this knowledge through the selection of functional and aesthetically pleasing textiles for use in interiors, clothing, and food service.

Budget: \$0.00

Core Competencies: 2,3,4,5

25% Online:

50% Online:

Core Competencies: 2,3,4,5

How Often: Every year

Assessed this Year? Yes

Responsibility: HES faculty

Participation: Dean of the College of Education

Direct Assessments

Indirect Assessments

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| Results: | Students are introduced to the basic knowledge of components of textiles in HES 341W Textiles and Materials. Students are assigned a writing assignment to explore the textile materials used in their area of career interest. This research project allows the student to apply their basic knowledge in their research and presentation of materials. This written assignment is a part of the portfolio. Textile knowledge is assessed in the senior exit exam. Knowledge of and demonstration of textile knowledge may be an important part of the intern experience. |
| Curriculum: | Discussion with faculty in interior design has led to a focus on information, especially legislation, needed for textile selection to satisfy codes in commercial design. |
| Actions: | The visiting consultant for the accreditation process for interior design has made recommendations for materials and projects from the HES 341W Textiles and Materials to be a part of the student work display. |

Improvements:

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| Title: | Family |
| Description: | Students will have knowledge of the strategies for intergenerational living in the home, school, workplace and other environmental settings. |
| Budget: | \$0.00 |
| Core Competencies: | 1,2,4,5 |
| 25% Online: | |
| 50% Online: | |
| Core Competencies: | 1,2,4,5 |
| How Often: | Every year |
| Assessed this Year? | Yes |
| Responsibility: | HES faculty |
| Participation: | Dean College of Education |
| Direct Assessments | |

Indirect Assessments

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| Results: | Students are presented knowledge of the strategies for inter-generational living in the home, school, workplace and other environmental settings in HES 443 Family Development. An interview is conducted by the students with a family to discover the living style of another family other than their own. The findings are discussed and compared to the information provided in the course. This information is valuable as students work in schools and other places in which family background would have an impact on the environment. The awareness of these family issues can be seen in student design of living spaces and in the study of clothing. This information is also a part of the departmental exit exam. |
| Curriculum: | none |
| Actions: | The family project was first assigned in spring 2010. |
| Improvements: | The project will be expanded into other concentrations in projects and class discussion. |

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| Title: | Technology |
| Description: | Students will have a knowledge of technology tools, technology information, and technological advancements in the areas of interior design; merchandising; foods, nutrition, and culinary arts; and early childhood. |
| Budget: | \$0.00 |
| Core Competencies: | 1,2,3,4,5 |
| 25% Online: | |
| 50% Online: | |
| Core Competencies: | 1,2,3,4,5 |

How Often: Every year

Assessed this Year? Yes

Responsibility: HES faculty

Participation: Dean of the College of Education

**Direct
Assessments**

**Indirect
Assessments**

Results: Students have knowledge of technology tools, technology information, and technological advancements in the areas of interior design, merchandising, foods, nutrition, culinary art, and child development. All students are required to successfully complete CIS 125 Business Applications of Microcomputer Software. Students are required to use technology in all HES classes. Interior Design students are required to learn software appropriate to their field. All students are required to use ANGEL Learning to access course syllabi. Students are often required to make presentations using "smart classroom" technology. These skills are evident in the senior portfolio.

Curriculum: None

Actions: All students are required to use three dimensional design techniques in HES 361 Introduction to Interior Design. These skills are demonstrated in the portfolio.

Improvements: Department will continue to investigate technology updates as appropriate in all concentrations.