



June 15, 2011

Academic Department Five-Year Review

Human Environmental Sciences

Academic Programs Reviewed
Human Environmental Sciences

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Department Chair

Departmental Assessment

The University of North Alabama is committed to a process of ongoing and integrated planning and evaluation. To this end, each department engages in a five-year review to ensure that departmental goals, strategies, and projected outcomes support the institution's mission, strategic plan, and commitment to academic excellence.

Specifically, all five-year reviews should 1) incorporate a systematic review of institutional mission, goals, and outcomes; 2) review results targeted toward continuing improvement in departmental quality; and 3) document changes have occurred as a result of the review.

1. Assessment of the department as it relates to students

- 1.1 Enrollment: The enrollment data provided by the Office of Institutional Research, Planning and Assessment indicates that during the past five years there has been a steady increase in numbers of majors in the Department of Human Environmental Sciences with the exception of 2008 – 2009. There may be a discrepancy in numbers of majors from ARGOS reporting. An ARGOS report in April 2010 showed 192 majors which did not include the majors in Family and Consumer Sciences.

Bachelor Status	2005-06	2006-07	2007-08	2008-09	2009-10	Average
Full-Time	98	112	114	109	115	109.60
Part-Time	37	52	62	43	56	50
FTE Students	110.33	129.33	134.67	123.33	133.67	126.27

Table 1: Number of Duplicated Majors (Summer, Fall, and Spring Semesters Combined)

- 1.2 Graduation data for department majors and minors: The number of degrees conferred has remained steady for the reporting years. The numbers do not reflect students graduating with a degree in Family and Consumer Sciences Education. Table 3 shows the majors/degrees conferred ratio. This is also an indication of growth in the department over the past five years. This ratio indicates the number of students in line for graduation for every student graduating.

Bachelor	2005-06	2006-07	2007-08	2008-09	2009-10	Average
	23	25	27	21	22	23.60

Table 2: Number of Degrees Conferred

Bachelor	2005-06	2006-07	2007-08	2008-09	2009-10	Average
	5.87	6.56	6.52	7.24	7.77	6.79

Table 3: Majors/Degrees Conferred Ratio

Undergrad	2005-06	2006-07	2007-08	2008-09	2009-10	Average
	3,320	3,532	3,691	3,531	3,705	3555.80

Table 4: Student Credit Hours (Summer, Fall, and Spring Semesters Combined)

Undergrad	2005-06	2006-07	2007-08	2008-09	2009-10	Average
	24.6	27.5	24.4	22	23.8	24.46

Table 5 Average Class Size

- 1.3 Student services: Students are encouraged to participate in Departmental activities outside the classroom. Study tours are offered to provide students the opportunity to attend professional trade shows and workshops. During the past two years, students in Interior Design applied for and were granted funds from the Student Activity fees to help finance trips to Las Vegas and Chicago to attend the Kitchen and Bath Industry Shows. It provided abundant product information and networking opportunities with professionals in the Kitchen and Bath Industry.

Students in the Department took part in a research project that began as part of a class and then expanded to UNA's Research Day and Earth Day. Solar panels were constructed and the energy produced was used to power different electrical sources of light. This was a collaborative opportunity for students in Interior Design as well as members of Kappa Omicron Nu (HES honor society).

Students in the Culinary Program have had many opportunities for service. The Brown Bag Program has been a success. This program provided an opportunity for faculty and staff to order and pick up meals planned and prepared by the students.

For the past two years, the department has collaborated with the Theater Department to present two dinner theaters. This provided the opportunity for the community to enjoy a play and a meal all produced by students.

Each fall the department sponsors the homecoming T shirt sales. For the past fifteen years, proceeds have allowed students to improve the facilities in which they enjoy in the Floyd Science building. Recently, the gallery was renovated using a student design and funds raised with the shirt sales.

No PANE (Physical Activity and Nutrition Education) is a five month program presented yearly that is designed to help address the childhood obesity issue in Lauderdale County. The goal of the program is to serve 10 families. The children and their families meet the first Tuesday of each month at the University of North Alabama Culinary Arts Center located on the University's East Campus. This is a collaborative effort between the Department of Human Environmental Sciences, the Department of Physical Education and Recreation, the Lauderdale County Children's Policy Council, Alabama Health Department and the County Extension Agency. Grants and support are solicited to reimburse the HES Department for foods and supplies in this education effort to educate the families in proper nutrition and proper preparation of foods at the monthly meetings. Students in Human Environmental Sciences are involved in the project. Some of the Foods and Nutrition students assist in the planning of nutritional information for the families while other culinary students assist in the demonstration and preparation of foods.

In Spring 2009, students interested in special events planned and executed a public fashion show at the East Campus. It was entitled "The Specialties of The Shoals." The event was a success and funds donated to St. Jude Hospital in honor of a young high school student who was recovering from cancer. The culinary students took part in the event in serving hors d'oeuvres during intermission.

The Annual Meeting of the Alabama Association of Family and Consumer Sciences was held at the University in February 2010. Mr. Dwight Bunn served as president of the state organizations. Students in the department were actively involved in planning and participating in the meeting. Several students participated in a competition for fashion design. Students attended break-out sessions and spent time with professionals in their field of study. A student finishing her education internship actually was chosen for a teaching position during the conference.

During Homecoming Week (Fall 10), a successful alumna of the department came for a book signing, tailgate event and cooking show. It was well received by both vendors and the public. All proceeds from the events were given to the department. A similar event will be held in fall 2011.

HES faculty members are in the early planning stages of a student study tour to Europe which would be of interest to students in all concentration in the

department. In the past, study tours have been taken to New York and Europe. They provide unique learning opportunities for our students.

1.4 Outcome information including student performance on licensure/certification exams, job placement of graduates, student, alumni and/or employer surveys

For the past five years, all students in the teacher education program of Family and Consumer Sciences have exceeded the required score of 530 on the Praxis exam. All students in Family and Consumer Sciences have had successful internships. All interns have received A's in their intern experiences during the five year period.

All students have passed the Human Environmental Sciences Exit Exam given every fall. This exam covers the information from courses in the departmental core classes. (See exit exam scores pp. 23-27)

All students have presented and passed the senior portfolio requirement which has been in place for the past two years. Portfolio is assigned in HES 100 (Introduction to Human Environmental Sciences) and is assessed by a panel of faculty and the Dean of the College of Education as a part of HES 400 (Senior Seminar). (See portfolio results pp. 28-48)

All HES students (non-teaching) are required to successfully complete a 350 hour internship. During the reporting period, internship experiences have been successful. Grades can be found in the evaluation of internships (p 38)

Consumer Sciences have had successful internships. All interns have received A's in their intern experiences during the five year period.

1.5 Other

2. Assessment of the department as it relates to faculty

2.1 Teaching productivity and activities designed to enhance teaching and the curriculum: The following tables reflect the productivity of the faculty in Human Environmental Sciences:

Level	2005-06	2006-07	2007-08	2008-09	2009-10	Average
Undergrad	3,320	3,532	3,691	3,531	3,705	3,555.80

Table 6: Student Credit Hours (Summer, Fall, and Spring Semester Combined)

Faculty	2005-06	2006-07	2007-08	2008-09	2009-10	Average
Full-time	3	3	5	5	5	4.20
Part-time	2	1	0	0	0	.60
Total	5	4	5	5	5	4.80
FTE Faculty	3.67	3.33	5.00	5.00	5.00	4.40

Number of Faculty (Fall Semester)

	2005-06	2006-07	2007-08	2008-09	2009-10	Average
Ratio	30.09	38.80	26.93	24.67	26.73	29.44

	2005-06	2006-07	2007-08	2008-09	2009-10	Average
CH/Faculty	905.45	1059.60	738.20	706.20	741.00	830.09

Even with the addition of two faculty in 2007-2008, faculty productivity has remained high.

- 2.2 Research productivity: The faculty members of the department engaged in a state-wide survey and research project to determine the need for a four year culinary program in an Alabama four year institution. At the conclusion of the research project, the faculty went forward with the proposed culinary degree. Results of the project were presented at the Annual Meeting of the Alabama Association of Human Environmental Sciences.

Faculty members have been in the NO PANE project as mentioned earlier that has provided data to not only help the participants but as important information to incorporate into a grant submitted to offer on-line nutritional training in collaboration with the Florence City School system.

Faculty members have presented ways of incorporating technology in the classroom for Interior Design Programs at area schools and at the Annual Meeting of the Alabama Association of Family and Consumer Sciences.

Three faculty members are currently enrolled in terminal degree programs and will be actively engaged in research in their particular areas of interest.

One faculty member has been active in presentations and in-service training in the area of child development and early childhood education.

Faculty members have written articles for local publications.

- 2.3 Service to profession, community, and university: Faculty members in the Department of Human Environmental Sciences gladly serve on departmental, college and university committees as needed. As events are planned and offered in the department, all members of the HES faculty willingly assist to make whatever the activity a success.

All members of the HES faculty serve on area Family and Consumer Sciences Advisory Boards. Since most of the area teachers are former students, it is easy to collaborate and offer assistance when needed.

All members of the HES faculty have served on NCATE accreditation committees leading up to the self- study, team visit, and the yearly review. The Chair of the department serves as chairman of standard 5 concerning faculty development and service.

Other HES faculty members have served on various university committees as needed. Most recently one faculty member served as chairman of the University Infrastructure Committee.

All faculty members serve as advisors to the various student organizations in the department. These student organizations are recognized by the university RSO and do yearly service projects in the community.

One faculty member serves as an academic advisor to the Phi Mu Fraternity.

- 2.4 Faculty development: Faculty members are encouraged to participate in development activities to strengthen performance while working toward tenure. In the past, faculty have received funding for presentations at State Associations. Faculty members have attended national meetings representing state associations as state officers.

For the current academic year, two HES faculty members received Faculty Development money in the College of Education to continue work on their terminal degrees. When funds are available in the departmental budget, faculty members are reimbursed for tuition after the successful completion of coursework.

Faculty members have been encouraged to attend workshops and other professional development opportunities. Departmental funds for travel have been allocated to make these activities possible.

One faculty member completed an undergraduate degree in Nursing and Allied Health in 2010.

- 2.5 Adequate faculty to address the goals and objectives of program (OR see below): Growth in the concentrations in the department has put a strain on faculty members in the department. During the third year of the culinary program, there were 80 students in the

concentration. Large numbers in the culinary labs makes it difficult for students to get the individual instruction needed to meet the academic goals of the program. In an effort to help, a culinary assistant was added to the staff to assist the Chef in large labs and other culinary events. Although this was certainly an improvement, a second faculty in Culinary is needed.

The numbers of students in the concentration of Child Development has doubled in one short year. The potential for growth in this concentration is very positive due to the fact that there is a dedicated faculty member to the program. Career opportunities are increasing because of the growing number of child care facilities that are needed as more parents are now working. Changes in the Head Start Program are also providing career opportunities for students in this field of study.

The numbers of students in Foods and Nutrition are also increasing. Curricular changes will be made in the near future as career opportunities are changing. At present, there is one faculty member teaching the courses in this concentration while offering several sections of nutrition which is required not only by HES but also by the Nursing program. When changes are made, it is anticipated that another faculty member will be needed to teach in the concentration.

Since there is not an Educational Specialist on staff in the department a faculty that will be shared with sociology has been requested. The search process is underway at the time of writing this report. For the past four years, the chair has been the advisor for the students in Family and Consumer Sciences. The methods class has been taught by an adjunct faculty member.

- 2.6 Other: It is the goal of the faculty of the HES Department to have a concentration in Hospitality Management. Such a curriculum would be ideal to offer with the Culinary Arts Program. The programs could reinforce one another and offer an unusual set of skills for students choosing a career in the hospitality industry.
3. Assessment of the department as it relates to facilities and resources to address the goals and objectives of each program within the department.
- 3.1 Laboratory Support: The Department houses four laboratory facilities. The Commercial Kitchen at the East Campus Culinary Facility is equipped with state of the art equipment made possible by a partnership with Hobart. At present the equipment is new and very satisfactory for the mission of the program. There is a need for additional food preparation centers, this need will become more severe as the program grows. There is not an opportunity to split the number of students in the laboratories because there is only one faculty member. There is a need for a residential demonstration area at the facility. Hopefully, this will become a reality as the second phase of the renovation of the East Campus facility is made.

There are three laboratory spaces in the Floyd Science Facility. One is the clothing laboratory. New machinery and equipment have been purchased in the past five years. The department maintains the machinery out of its operating budget. As the numbers of students increase, as anticipated, there will be a lack of space for these classes. Once again, there is not an opportunity to add sections to create smaller labs due to once faculty member dedicated to the concentration.

A technical drawing lab was constructed three years ago. The space has been a positive addition to the Interior Design Program. It is adequate in size for the program at the present time.

The computer lab is mainly used by the Interior Design students due to the dedicated design programs and software required in the program. Its initial intent was to be available to all HES students. Lately, long studios and class time have prevented other HES students convenient access to the computer lab. In the future, it would be a better arrangement to have two lab spaces for computers, one for the Interior Design program and the other for other students in the Department.

- 3.2 Instructional Equipment: Instructional equipment in the department is adequate. There are twenty two computers in the computer lab, a dedicated instructor's computer with projectors in all classroom spaces, and smart boards in all rooms of instruction in the Floyd Science facility.

There is a need for a smart board at the East Campus location. At present, the Chef uses a small white board on an easel in the cafeteria area at the East Campus. In the future renovation, there will be a need for additional equipment for the culinary students. A computer lab will be valuable for the East Campus Culinary Center.

- 3.3 Office and Classroom Space: An enormous challenge for the HES faculty is scheduling classes in the one traditional classroom in the Floyd Facility. All faculty scheduled for lecture courses use this classroom space. One class had to relocate to Stevens Hall Auditorium because there was not enough space or desks to accommodate the class size. This fall this class will be offered in the large space at the East Campus. This is made possible with the new UNA bus route that will include for the first time stops at the Culinary Center.

Office space was added to Floyd facility in 2007 to accommodate the interior design faculty members. At present, all faculty have adequate office space. With the addition of the Education Specialist this fall, there will not be an office for this faculty member.

- 3.4 Educational Technologies: The computers in the lab are equipped with software that professionals used in the Interior Design Industry. Students are instructed in Auto Cad, Chief Architect, Photo Shop, and Renditioner/Sketch-up Pro. Two years ago, the department purchased a state of the art plotter (HP Designjet). Students are becoming

proficient in three dimensional design. Another program allows students to incorporate lighting into their designs showing the effects of different lighting on color, etc. components in the designed space.

- 3.5 Faculty: At the present time, the only severe shortage of faculty is in the Culinary Arts Program. The Dean recognizes as an imminent need. As interest in the program continues to increase, a second chef will be a necessity. In order to maintain the integrity and the quality of the program, this need will have to be met. The Culinary assistant has been a good addition, however, this is not a teaching position.
- 3.6 Other: It is important to have administrative assistance for the East Campus facility. For the time being, this need can be met with student workers. As the program grows, it will become necessary to have a full time staff member assigned to this facility. While the faculty is in lab, there is not one to answer phones or meet other needs of such a facility. This is especially true because of the off campus location of the program.
- 3.7 It is the recommendation of a consultant for the accreditation of the Interior Design program that a student worker be hired to gear up for the visiting team and the student work exhibition required by both the National Kitchen and Bath and the Counsel on Interior Design Accreditation. UNA would have the distinct position of being the only university in the state of Alabama to hold both accreditations. Since at present, UNA is the only regional university offering the concentration, this would be an important and unique recruiting tool. (See recommendations of the Consultant pp. 50-55)
4. Notable achievements by the department: The Department of Human Environmental Sciences became the first four year public university in the state of Alabama to offer a Culinary Arts Program. The program has been a success to date with over 80 majors in the first three years. A partnership with Hobart was formed which made it possible for the commercial kitchen to be equipped with state of the art equipment. Three open houses were held, one of which was for the community. The faculty and students in collaboration with the theater department has offered a dinner theater for the past two years. The Chef offers summer cooking opportunities for the community. One of the many opportunities is for a children's cook camp in collaboration with Continuing Education.

HES faculty and the UNA Foundation planned and executed a homecoming event featuring a successful alumna which raised money for the department and encouraged community involvement and recognition of our culinary program. A partnership with Home Depot was established and will continue to benefit the program in the future.

The Department conducts several tours throughout the fall and spring semester for high school students in an effort to recruit for the Department and the university.

Interior Design students won several state design competitions. In 2010-2011: two UNA students won the National Kitchen and Bath State Charette Competition, UNA took one of three place awards in the International Interior Design Association State Competition,

and UNA received two of five possible awards in the American Society of Interior Designers State Competition.

Dr. Bob Young joined the faculty half-time after rewriting the Child Development curriculum to provide the best preparation for students in the Child Development program.

The department was the recipient of an endowed scholarship. The endowment was made in memory of Marigail Mathis and will be annually awarded to a merchandising student.

5. Responses to previous program review recommendations: After an accrediting team visit from National Kitchen and Bath, several recommendations were addressed. Three new courses were developed and passed through the curriculum committees at the university. The faculty has worked on better ways to access the student work at strategic points in the program and to document the assessment process. A consultant was employed to work with the faculty in the accreditation process. The report is available for review.
6. Vision and plans for the future of the department: The vision and plan for the future of the department include attention to curriculum in order to equip our students with the knowledge and abilities to be successful in their careers. Recruitment is a large area of interest to the faculty. With programs in place, we should see continued growth in all areas of the programs. HES facilities would be better served if some program identification on the exteriors of both facilities could be installed. A proposal has been made to the facilities committees and other committees for approval. This has been planned and will be funded by non-budgetary resources in the department.

Since UNA is one of only a few universities offering Family and Consumer Sciences in the state of Alabama, the faculty is interested in putting those courses on line. Often students graduating with another degree in HES, decided later on to go into education. This could be another unique offering for UNA.

Competition of the second phase of the renovation at East Campus is in the future for HES. Hopefully, funds will become available or a donor identified to accomplish this goal.

As the space in Floyd is made available after the new science building is completed, it would be most beneficial to our programs to move into the next two floors above the existing department. The gallery and current spaces could be made into exhibition, conference space and faculty offices. A plan has been rendered and ready to be shared.

With the addition of a faculty with a terminal degree, it is the goal of the department to offer graduate courses as soon as possible. Within the next five years, three current faculty members will have attained their terminal degrees and will be qualified to become

graduate faculty. The department is very interested in participating in the undergraduate interdisciplinary degree program in family studies.

Program Assessment

Departments should identify expected outcomes for each of their educational programs. The process below helps to determine whether the program achieves the stated outcomes and provides documented evidence of improvement based on analysis of those results. **If a department offers more than one program, each program coordinator should complete this part of the report.**

7. Name of Program: Human Environmental Sciences
8. Coordinator of Program: Mrs. Jane Wilson, Chair
9. Mission Statement of Program: To provide quality undergraduate professional education which enable students to improve the quality of life for individuals and families. Central to the mission is the ability to guide human development and human relationships, design living environments, satisfy clothing and nutritional needs and manage resources for optimum satisfaction.
10. Program Overview
- 10.1 Brief overview of program: The programs in the Department of Human Environmental Sciences lead to a Bachelor of Science degree in six specialized concentrations (See program check sheets pp. 18-22). The Department also offers minors in Human Environmental Sciences, Foods and Nutrition, Retailing and Clothing and in Spatial Design.

The concentration in Foods and Nutrition is designed for students who wish to emphasize the applied and theoretical aspects of human nutrition and food production. The concentration in Foods and Nutrition affords the graduate a variety of career opportunities that include, but are not limited to community and public health nutrition; food service management; industry positions such as researcher, product developer and quality assurance manager; teaching; and consulting.

The concentration in Interior Design prepares graduates to enter many different design-related careers. Graduates may choose positions as interior designers in architectural, lighting, residential and non-residential interior design firms. Graduates may also choose careers as facilities planner, design consultants or free-lance designers.

The concentration in Merchandising provides pre-professional preparation for careers in the fashion industry. Students prepare for positions in management, marketing, visual presentation and retail buying in the field of clothing and textiles.

The concentration in Culinary Arts provides graduates the knowledge and skills to be successful in the foods industry. Graduates will be equipped with the qualifications to manage the required business interest in the food and beverage segment of the hospitality industry.

The concentration in Child Development is designed for students who wish to pursue study in the areas of child development as it relates to quality childhood care and guidance of young children.

The concentration in Family Consumer Sciences Education will enable the student to be recommended for a Class B Professional Certificate. Graduates will be certified to teach in grades 6-12.

Students from all concentrations will be prepared for graduate work if that is the goal.

10.2 Student Learning Outcomes of the program [Student learning outcomes should identify the broad skill area students should master as a result of the program by the time they graduate. A matrix indicating which courses address each of the outcomes identified may be included] :

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.

- ✓ HES 342 Nutrition
- ✓ HES 242 Food Science

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.

- ✓ HES 361 Introduction to Interior Design

Student 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.

- ✓ HES 341W Textiles and Materials

Students will have knowledge of the strategies for intergenerational living in the home, school, workplace and other environmental settings.

- ✓ HES 443 Family Development

Students will have a knowledge of technology tools, technology information, and technological advancements in the areas of interior design; merchandising; foods, nutrition, culinary art, and child development.

✓ CIS 125 Business Applications of Microcomputer Software.

10.210.3 Program productivity to include five-year trends for number of majors, degrees conferred, and other data that demonstrate program growth: Please see tables presented in section 1.

10.310.4 Evaluate the adequacy of library resources available to support your program: The library resources in Collier Library are adequate to support the Human Environmental Sciences programs. A budget for orders for library holdings is provided and materials can be ordered as requested by the HES faculty.

10.410.5 If you deem existing library resources to be inadequate for your program, identify resources that would improve the level of adequacy

11. Program Evaluation Including Appropriate Documentation

11.1 Means of assessing each Student Learning Outcome: Students 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. Some assessments will be universal (within core courses) and other will be specific to concentrations. Universal or general skills (student outcomes listed in section 10.2) will be demonstrated in the following areas:

- Food Science/ nutrition
- Introduction to Interior Design
- Family Development
- Textiles
- Internship
 1. Self- assessment
 2. Employer assessment
 3. Intern supervisory assessment

Senior portfolios are presented at the end of the fall semester of the senior year. A panel made up of the faculty in HES and the Dean of the College of Education completes a scoring rubric on each portfolio. The last two years' results are included in this report. (pp. 22-26) This means of assessment was begun in Fall 2009. The overall class average for 2009 and 2010 was 86% was total possible points.

An internship is required of all Human Environmental Sciences students. Each student must complete 350 hours of employment in their field for six

hours credit. An assessment is made of the student by the supervisor, HES faculty member, and a self- evaluation is completed by the intern. (p 38)

Seniors also complete a program assessment questionnaire. Students are encouraged to reflect on their experiences and make recommendation for program improvements. Results are included in this report. (pp. 27-37)

- 11.2 Summary of the results of the assessment/s for each Student Learning Outcome: Results of the departmental assessments have meant expectations. The portfolio process is a dynamic process and each year, changes are being made to improve the effectiveness of this assessment tool. See results of portfolio presentation, program evaluation, and intern performance.
- 11.3 Program improvements made as a result of these assessments: Curricular changes have been made and approved by all university curriculum committees in the areas of nutrition, child development, and interior design as a result of these assessments. A culinary assistant has been hired. A proposal has been presented to the Dean for using more space in Floyd Hall when it is available in the future. See recommendations from consultant for accreditation of the interior design program. (pp. 50-55)
- 11.4 Appropriate documentation to support the assessment of Student Learning Outcomes as well as the improvements made as a result of these assessments: See results of portfolio presentation, program evaluation, and intern performance.

As a result of portfolio presentations, program evaluations, and accreditation preparation and recommendations, several curricular changes have been made. A significant rewrite of the Child Development concentration was proposed and passed during the reporting period. Courses were cross listed with Elementary Education and Dr. Young agreed to teach 50% of his teaching load in the Child Development Concentration. A Pediatric Nutrition class was developed to be a part of the new curriculum.

Interior Design has made curricular changes as a result of the HES assessment process and accreditation requirements of the National Kitchen and Bath Association and the Council for Interior Design Accreditation. Three new classes were developed and components were added to other interior design classes to appropriately prepare the interior design students. Art classes were incorporated into the concentration rather than require Art as a minor. As a result of accreditation by The National Association of Schools of Art and Design, an art history class was included in the required curriculum. A minor was designed in interior design and will be presented to the appropriate curriculum committees.

In order to maintain the teacher education program in Family and Consumer Sciences, a faculty member has been requested with proper credentials to satisfy the State Department of Education. The search process is underway.

12. Program Recommendations

12.1 Identify recommendations for improvement of the program:

- Add addition chef to culinary program
- Add administrative support to East Campus
- Add administrative support for preparation for accreditation visits
- Work on on-line Family and Consumer Sciences Education program
- Hire faculty to share with Sociology to be FCS Specialist, advisor, and Family and Consumer Science education student intern supervisor
- Program identification on exteriors of two locations
- Increase space in Floyd Science building
- Complete renovations at the East Campus

12.2 Recommendations for changes, which are within the control of the program, including curricular changes if appropriate: Continue to strengthen portfolio presentation and assessment. Investigate direction for changes in Nutrition curriculum. Continue to encourage the hospitality management program to be in HES.

12.3 Recommendations for changes that require action at the Dean, Provost, or higher levels to carry out departmental goals, strategies, and projected outcomes are congruent to and support the institution's mission and strategic plan: Same as 12.1

APPENDIX

**HUMAN ENVIRONMENTAL SCIENCES
CONCENTRATION IN CULINARY ARTS (2010)**

A. GENERAL STUDIES COMPONENT

Area 1 – Written Composition 6 hours	HRS	GR	QP
EN 111 or EN 121	3		
EN 112 or EN 122	3		

Area II-Humanities and Fine Arts 12 hours	HRS	GR	QP
EN 211 or EN 221	3		
EN 212 or EN 222	3		
EN 231 or EN 233 (H)	3		
EN 232 or EN 234 (H)			
COM 201	3		
*Elective	3		

AREA III -Natural Sciences & Math 11 hours	HRS	GR	QP
**Math Elective	3		
**Natural Science Elective	4		
**Natural Science Elective	4		

Area IV-History, Social & Behavioral Sciences 12 hours	HRS	GR	QP
HI 101 or HI 201	3		
HI 102 or HI 202	3		
***Elective	3		
***Elective	3		

Area V – Additional Requirements 12 hours	HRS	GR	QP
CIS 125	3		
Food Science (HES 242) Fall/Spring	3		
Nutrition (HES 342) All Semesters	3		
HES Elective	3		

**B. MAJOR CORE REQUIREMENTS
21 HOURS**

	HRS	GR	QP
Introduction to HES (HES 100)	3		
Introduction to Interior Design (HES 261)	3		
Textiles and Materials (HES 341W)	3		
Senior Seminar (HES 400)	3		
Internship (HES 427) Summer	6		
Family Development (HES 443)	3		

**C. CONCENTRATION IN CULINARY ARTS
39 HOURS**

	HRS	GR	QP
Basic Baking (HES 221)	3		
Hospitality Facilities Management (HES 222)	3		
Culinary Math (HES 230)	3		
Food Preparation I (HES 330)	3		
Food Preparation II (HES 331)	3		
Pastries & Desserts (HES 332)	3		
Cultural Foods (HES 353)	3		
Food Service Planning (HES 355)	3		
Food & Beverage, Cost Control (HES 430)	3		
Dining Room Service (HES 431)	3		
Menu Planning (HES 432)	3		
Food Safety & Sanitation (HES 433)	3		
Quantity Foods (HES 455)	3		

D. Approved Minor-----18 hours

GRADUATION (Check if Completed)

- ☐ 36 hours 300/400 level courses (32 hours must be at UNA)
☐ 2.0 GPA Minor (9 hours 300/400 level)
☐ 2.0 GPA Major (12 hours 300/400 level must be at UNA)
☐ 2.0 GPA Overall
☐ CAAP Examination
☐ HES Exit Examination

E. General Elective hours, if required, to bring total to 128^{be} at UNA)

- *Area II electives are listed on the back of this page.
 **Area III electives are listed on the back of this page.
 ***Area IV electives are listed on the back of this page

HUMAN ENVIRONMENTAL SICNECES – CONCENTRATION IN CHILD DEVELOPMENT

A. GENERAL STUDIES COMPONENT

Area 1 –Written Composition 6 hours	HRS	GR	QP
EN 111 or EN 121	3		
EN 112 or EN 122	3		

Area II- Humanities and Fine Arts 12 hours	HRS	GR	QP
EN 211 or EN 221	3		
EN 212 or EN 222	3		
EN 231 or EN 233 (H)			
EN 232 or EN 234 (H)			
COM 201	3		
*Elective	3		

Area III-Natural Sciences & Math 11 hours	HRS	GR	QP
**Math Elective	3		
**Natural Science Elective	4		
**Natural Science Elective	4		

Area IV-History, Social & Behavioral Sciences 12 hours	HRS	GR	QP
HI 101 or HI 201	3		
HI 102 or HI 202	3		
***Elective	3		
***Elective	3		

Area V-Additional Requirements 12 hours	HRS	GR	QP
CIS 125	3		
Food Science (HES 242) Fall/Spring	3		
Nutrition (HES 342) All semester	3		
HES Elective	3		

GRADUATION (Check if Completed)

- ☐ 36 hours 300/400 level courses (32 hours must be at UNA)
☐ 2.0 GPA Minor (9 hours 300/400 level)
☐ 2.0 GPA Major (12 hours 300/400 level must be at UNA)
☐ 2.0 GPA Overall
☐ File for graduation (Must apply 2 semesters prior to graduation.)
☐ CAAP Examination

B. MAJOR CORE REQUIREMENTS 21 HOURS

	HRS	GR	QP
Introduction to HES (HES 100) Fall	3		
Introduction to Interior Design (HES 261) Fall	3		
Textiles and Materials (HES 341W) Spring	3		
Senior Seminar (HES 400) Suff demand	3		
Internship (HES 427) Summer	6		
Family Development (HES 443) Fall	3		

C. CONCENTRATION IN CHILD DEVELOPMENT 33 HOURS

	HRS	GR	QP
First Aid (HPE 233)	3		
Creative Arts for Children (HES 312)x (ECE 312)	3		
Human Growth and Development (ED 299)	3		
Introduction to Students with Disabilities (HES 344)x(EEX 340)	3		
Child Development (HES 362) Fall/Spring	3		
Language and Literacy Development in Young Children (HES 370)	3		
Pediatric Nutrition HES (352)	3		
Early Childhood Programs (HES 474) x(ECE 474)	3		
Adm. of Programs for Young Children HES (460)	3		
Practicum in Child Development HES (468)	3		
Methods and Materials for Young Children (HES 372)	3		

D. Approved Minor----- 18 hours

E. General Elective hours, if required, to bring total to 128

2010-2011
HUMAN ENVIRONMENTAL SCIENCES
CONCENTRATION IN MERCHANDISING

A. GENERAL STUDIES COMPONENT

Area 1 –Written Composition 6 hours	HRS	GR	QP
EN 111 or EN 121	3		
EN 112 or EN 122	3		

Area II- Humanities and Fine Arts 12 hours	HRS	GR	QP
EN 211 or EN 221	3		
EN 212 or EN 222	3		
EN 231 or EN 233 (H)			
EN 232 or EN 234 (H)			
COM 201	3		
*Elective	3		

Area III-Natural Sciences & Math 11 hours	HRS	GR	QP
**Math Elective	3		
**Natural Science Elective	4		
**Natural Science Elective	4		

Area IV-History, Social & Behavioral Sciences 12 hours	HRS	GR	QP
HI 101 or HI 201	3		
HI 102 or HI 202	3		
***Elective	3		
***Elective	3		

Area V-Additional Requirements 12 hours	HRS	GR	QP
CIS 125	3		
Food Science (HES 242) Fall/Spring	3		
Nutrition (HES 342) All semester	3		
HES Elective	3		

GRADUATION (Check if Completed)

B. MAJOR CORE REQUIREMENTS
21 HOURS

- ☐ 36 hours 300/400 level courses (32 hours must be at UNA)
☐ 2.0 GPA Minor (9 hours 300/400 level)
☐ 2.0 GPA Major (12 hours 300/400 level must be at UNA)
☐ 2.0 GPA Overall
☐ File for graduation (must apply 2 semesters prior to graduation)
☐ CAAP Examination
☐ HES Exit Examination

	HRS	GR	QP
Introduction to HES (HES 100) Fall	3		
Introduction to Interior Design (HES 261) Fall	3		
Textiles and Materials (HES 341W) Spring	3		
Senior Seminar (HES 400) Suff demand	3		
Internship (HES 427) Summer	6		
Family Development (HES 443) Fall	3		

C. CONCENTRATION IN MERCHANDISING
30 HOURS

	HRS	GR	QP
Textile Product Analysis (HES 241) Fall	3		
Historic Costume (HES 320) Fall odd yr	3		
Merchandising (HES 321) Fall	3		
Visual Presentation I (HES 322) Spring	3		
Social & Cultural Aspects of Clothing (HES 325) Fall even yr	3		
Textile Fiber Theory (HES 340) Spring odd yr	3		
Professional Dress (HES 422) Spring	3		
Advanced Clothing (HES 441) Suff demand	3		
HES Elective	3		
HES Elective	3		

D. Approved Minor-----18 hours

E. General Elective hours, if required, to bring total to 128

*Area II electives are listed on the back of this page.

**Area III electives are listed on the back of this page

***Area IV electives are listed on the back of this page.

**HUMAN ENVIRONMENTAL SCIENCES
CONCENTRATION IN INTERIOR DESIGN**

2011-2012

A. GENERAL STUDIES COMPONENT

Area I-Written Composition 6 hours	HRS	GR	QP
EN 111 or EN 121 (H)	3		
EN 112 or EN 122 (H)	3		

Area II-Humanities and Fine Arts 12 hours	HRS	GR	QP
EN 211 or EN 221 (H)	3		
EN 212 or EN 222 (H)	3		
EN 231 or EN 233 (H)			
EN 232 or EN 234 (H)			
COM 201	3		
*Elective	3		

Area III-Natural Sciences & Math 11 hours	HRS	GR	QP
**Math Elective	3		
**Natural Science Elective	4		
**Natural Science Elective	4		

Area IV-History, Social & Behavioral Sciences 12 hours	HRS	GR	QP
HI 101 or HI 201	3		
HI 102 or HI 202	3		
***Elective	3		
***Elective	3		

Area V-Additional Requirements 12 hours	HRS	GR	QP
CIS 125	3		
Food Science (HES242)	3		
Nutrition (HES 342) All Semesters	3		
Tech. Drawing (HES 274)	3		

**B. MAJOR CORE REQUIREMENTS
21 HOURS**

	HRS	GR	QP
Introduction to HES (HES 100)	3		
Introduction To Interior Design (HES 261)	3		
Textiles and Materials (HES 341W)	3		
Senior Seminar (HES 400)	3		
Internship (HES 427)	6		
Family Development			

(HES 443)	3		
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**C. CONCENTRATION IN
INTERIOR DESIGN
54 HOURS**

	HRS	GR	QP
Design I (AR 231)	3		
Design II (AR 232)	3		
Space Planning for Interior Design (HES 274)	3		
Constr. Tech (HES 310)	3		
Interior Material and Codes (HES 323)	3		
Visual Presentation I for I.D. (HES 324)	3		
Visual Presentation II for Interior Design (HES 343)	3		
Digital Visualization for ID (HES 345)	3		
Lighting and Mechanical Systems (HES 354)	3		
Interior Design I (HES 364)	3		
Interior Design II (HES 365)	3		
History of Interiors (HES 366)	3		
Interior Design III (HES 367)	3		
Interior Design Business Practices, (HES 461)	3		
Interior Design IV (HES 464)	3		
Senior Design Studio (HES 465)	3		
Art History (from 480,481,482,483)	3		
Art Studio Elec (300-400 level)	3		

GRADUATION (Check if Completed)

☐ 36 hours 300/400 level courses (32 hours
must be at UNA)
☐ 2.0 GPA Minor (9 hours 300/400 level)
☐ 2.0 GPA Major (12 hours 300/400 level)
☐ 2.0 GPA Overall
☐ File for graduation (Must apply 2 semesters
prior to graduation.)
☐ CAAP Examination
☐ HES Exit Examination

D. General Elective hours, if required, to bring total to 128

HUMAN ENVIRONMENTAL SCIENCES

Concentration in Foods and Nutrition

A. GENERAL STUDIES COMPONENT

Area I-Written Composition 6 hours	HRS	GR	QP
EN 111 or EN 121	3		
EN 112 or EN 122	3		

Area II-Humanities and Fine Arts 12 hours	HRS	GR	QP
EN 211 or EN 221	3		
EN 212 or EN 222	3		
EN 231 or EN 233 (H)			
EN 232 or EN 234 (H)			
COM 201	3		
*Elective	3		

Area III-Natural Sciences & Math 11 hours	HRS	GR	QP
**Math Elective	3		
**Natural Science Elective	4		
**Natural Science Elective	4		

Area IV-History, Social & Behavioral Sciences 12 hours	HRS	GR	QP
HI 101 or HI 201	3		
HI 102 or HI 202	3		
***Elective	3		
***Elective	3		

Area V-Additional Requirements 12 hours	HRS	GR	QP
CIS 125	3		
Food Science (HES242)	3		
Nutrition (HES 342) All Semesters	3		
HES Elective	3		

GRADUATION (Check if Completed)

- ☐ 36 hours 300/400 level courses (32 hours must be at UNA)
☐ 2.0 GPA Minor (9 hours 300/400 level)
☐ 2.0 GPA Major (12 hours 300/400 level)
☐ 2.0 GPA Overall
☐ File for graduation (Must apply 2 semesters prior to graduation.)
☐ CAAP Examination
☐ HES Exit Examination

B. MAJOR CORE REQUIREMENTS 21 HOURS

	HRS	GR	QP
Introduction to HES (HES 100) Fall	3		
Introduction to Interior Design (HES 261) Fall	3		
Textiles and Materials (HES 341W) Spring	3		
Senior Seminar (HES 400) Suff. demands	3		
Internship (HES 427) Summer	6		
Family Development (HES 443) Suff. demands	3		

C. CONCENTRATION IN FOODS AND NUTRITION 30 HOURS

	HRS	GR	QP
Visual Presentation I (HES 322) Spring	3		
Cultural Foods (HES 353) Fall	3		
Food Service Planning (HES 355) Spring odd yrs	3		
Child Development (HES 362) Fall/Spring	3		
Food Safety and Sanitation (HES 433) Suff. Demand	3		
Therapeutic Dietetics (HES 442) Spring even yr	3		
Quantity Food Production (HES 455) Spring even yr	3		
Family and Consumer Sciences in the School and Community (HES 462) Suff demands	3		
HES Elective	3		
HES Elective	3		

D. Approved Minor----- 18 hours

E. General Elective hours, if required, to bring total to 128

**Human Environmental Sciences
Exit Exam Averages
Spring 2006**

Student	Family Relations	Textiles	Interior Design	Food for the Family	Average
1.	100	100	100	100	100%
2.	80	100	100	90	92.5%
3.	100	100	100	100	100%
4.	100	100	100	100	100%
5.	100	100	100	100	100%
6.	100	100	100	100	100%
7.	100	100	100	100	100%
8.	90	100	100	100	97.5%
9.	100	100	100	90	97.5%
10.	100	90	100	100	97.5%
11.	100	100	100	100	100%
12.	90	100	100	100	97.5%
13.	90	100	100	100	97.5%
14.	100	100	100	100	100%
15.	100	100	100	100	100%

Overall average: 98.6%

Human Environmental Sciences

Exit Exam Averages Fall 2007

Student	Family Relations	Textiles	Interior Design	Food for the Family	Average
1.	90	90	80	80	85%
2.	100	100	100	100	100%
3.	100	100	100	100	100%
4.	100	100	100	100	100%
5.	100	100	90	100	97.5%
6.	100	90	100	90	95%
7.	100	100	100	100	100%
8.	100	100	100	100	100%
9.	100	100	100	100	100%
10.	100	100	100	100	100%
11.	100	100	100	100	100%
12.	100	100	100	90	97.5%
13.	100	100	100	100	100%
14.	100	100	90	100	97.5%
15.	90	100	90	100	95%
16.	100	100	100	100	100%
17.	90	90	100	90	92.5%
18.	100	100	100	100	100%
19.	80	100	100	90	92.5%
20.	100	100	100	100	100%
21.	100	100	100	100	100%

Overall average: 97.7%

**Human Environmental Sciences
Exit Exam Averages
Fall 2008**

Student	Family Relations	Textiles	Interior Design	Food for the Family	Average
1.	100	100	100	70	92.5%
2.	100	100	100	100	100%
3.	90	90	90	100	92.5%
4.	90	100	100	100	97.5%
5.	90	90	90	100	92.5%
6.	100	100	100	90	97.5%
7.	100	100	100	100	100%
8.	100	100	100	100	100%
9.	100	100	100	100	100%
10.	80	70	70	100	80%
11.	100	80	100	100	95%
12.	100	80	100	100	95%
13.	100	100	100	80	95%
14.	90	100	100	80	92.5%
15.	100	90	100	100	97.5%
16.	100	90	90	100	95%
17.	90	100	100	100	97.5%
18.	90	90	90	90	90%
19.	100	100	90	100	97.5%
20.	90	70	100	100	90%
21.	100	90	100	100	97.5%
22.	80	80	90	100	87.5%
23.	100	100	100	100	100%

Overall average: 95%

**Human Environmental Sciences
Exit Exam Averages
Fall 2009**

Student	Family Relations	Textiles	Interior Design	Food for the Family	Average
1.	100	100	100	100	100%
2.	100	100	80	90	92.5%
3.	100	100	100	100	100%
4.	100	100	100	100	100%
5.	100	100	100	100	100%
6.	100	100	100	100	100%
7.	100	100	100	100	100%
8.	100	100	100	100	100%
9.	100	100	100	100	100%
10.	100	100	90	90	95%
11.	100	100	100	100	100%
12.	100	100	100	100	100%
13.	100	100	100	100	100%
14.	100	100	100	100	100%
15.	100	100	100	100	100%
16.	100	100	100	100	100%
17.	80	100	100	100	95.%
18.	90	90	100	100	95%
19.	100	100	100	100	100%
20.	60	80	100	80	80%
21.	100	100	100	100	100%
22.	100	100	100	100	100%
23.					

Overall average: 98%

**Human Environmental Sciences
Exit Exam Averages
November 2010**

Student	Family Relations	Textiles	Interior Design	Food for the Family	Average
1.	100	100	100	100	100%
2.	100	90	90	100	95%
3.	100	100	100	100	100%
4.	100	100	100	100	100%
5.	100	90	100	100	97.5%
6.	100	100	100	100	100%
7.	90	100	100	100	97.5%
8.	100	100	100	100	100%
9.	90	90	100	100	95%
10.	100	100	100	100	100%
11.	100	100	100	100	100%
12.	100	100	100	100	100%
13.	100	100	100	100	100%
14.	100	90	100	100	97.5%
15.	100	100	100	100	100%
16.	100	100	100	100	100%
17.	100	80	100	100	95%
18.	90	70	100	100	90%
19.	90	100	100	100	97.5%
20.	90	100	90	100	95%
21.	100	100	90	100	97.5%
22.	100	100	90	100	97.5%
23.	90	90	100	100	95%
24.	100	100	100	100	100%
25.	100	100	100	100	100%

Overall average: 98%

Portfolio HES 400
Fall 2009

Students Name	Grader	Appearance	Greetings and opening remarks	Clear Communication	Oral Presentation of work	Organization of portfolio	Response to questions about projects/work in portfolio	Professional "look" of portfolio	Brief discussion of professional goals	Overall oral & portfolio presentation	Total Points	Individual Total	Average
Potential Points		5	5	5	5	5	5	5	5	5	45		
Student 1	0101	3	3	3	3	4	4	4	3	3	30	271	86%
	0103	5	5	4	5	5	4	5	4	5	42		
	0105	5	3	4	4	5	4	5	3	4	37		
	0107	5	3	5	5	5	4	5	4	5	41		
	0109	5	4	3	3	5	3	5	4	3	35		
	01011	5	5	4	4	5	5	5	5	5	43		
	01013	5	5	4	4	5	5	5	5	5	43		
Student 2	0101	4	4	4	3	4	4	3	4	4	34	284	90%
	0103	4	4	4	4	5	5	5	5	5	41		
	0105	5	5	5	5	5	5	5	5	5	45		
	0107	4	4	4	4	4	4	4	4	4	36		
	0109	4	5	5	5	3	4	5	5	5	41		
	01011	5	5	4	3	5	5	5	5	5	42		
	01013	5	5	5	5	5	5	5	5	5	45		
Student 3	0101	3	3	3	2	2	2	2	3	2	22	195	62%
	0103	3	4	3	3	0	1	0	4	2	20		
	0105	4	4	3	3	2	3	2	3	3	27		
	0107	5	4	3	3	1	5	1	4	3	29		
	0109	4	5	5	5	3	4	5	5	5	41		
	01011	3	4	3	3	2	2	1	4	3	25		
	01013	4	5	5	4	2	4	1	4	2	31		
Student 4	0101	5	4	4	4	3	4	4	4	4	36	303	96%
	0103	5	5	5	5	5	5	5	5	5	45		
	0105	5	5	5	5	5	5	5	5	5	45		
	0107	5	5	4	4	4	5	5	5	5	43		
	0109	5	5	4	5	5	5	5	5	5	44		
	01011	5	5	5	5	5	5	5	5	5	45		
	01013	5	5	5	5	5	5	5	5	5	45		

Student 5	0101	5	4	5	5	5	5	5	5	5	44	314	100%
	0103	5	5	5	5	5	5	5	5	5	45		
	0105	5	5	5	5	5	5	5	5	5	45		
	0107	5	5	5	5	5	5	5	5	5	45		
	0109	5	5	5	5	5	5	5	5	5	45		
	01011	5	5	5	5	5	5	5	5	5	45		
	01013	5	5	5	5	5	5	5	5	5	45		
Student 6	0101	3	4	5	5	5	4	4	5	5	40	306	97%
	0103	4	5	5	5	5	5	5	5	5	44		
	0105	5	5	5	5	5	5	4	5	5	44		
	0107	4	5	5	5	5	5	5	5	5	44		
	0109	5	5	4	5	5	5	5	5	5	44		
	01011	5	5	5	5	5	5	5	5	5	45		
	01013	5	5	5	5	5	5	5	5	5	45		
Student 7	0101	5	3	3	3	3	3	3	3	3	29	242	77%
	0103	4	4	3	3	4	4	5	3	4	34		
	0105	5	4	3	4	4	3	4	4	4	35		
	0107	5	4	3	3	4	3	4	3	4	33		
	0109	5	4	3	3	5	3	4	3	4	34		
	01011	5	4	3	4	5	4	5	3	5	38		
	01013	5	4	3	4	5	4	5	5	5	40		
Student 8	0101	4	4	3	4	3	4	3	3	3	31	264	82%
	0103	5	5	4	4	5	5	5	4	5	42		
	0105	3	4	4	4	4	4	4	4	4	35		
	0107	5	4	4	4	4	4	4	4	4	37		
	0109	5	5	3	4	5	4	4	4	4	38		
	01011	5	5	4	5	5	4	5	4	5	42		
	01013	5	5	4	4	5	4	4	4	4	34		
Student 9	0101	4	4	5	5	4	5	4	4	4	39	290	92%
	0103	5	5	4	4	5	4	4	4	4	39		
	0105	4	4	4	5	5	4	5	4	4	39		
	0107	4	5	5	5	5	5	5	5	5	44		
	0109	4	5	4	4	5	4	5	5	4	40		
	01011	5	4	5	5	5	5	5	5	5	44		
	01013	5	5	5	5	5	5	5	5	5	45		
Student 10	0101	4	5	4	4	5	4	4	4	4	38	274	87%
	0103	3	5	4	4	5	5	4	4	4	38		
	0105	4	5	5	5	4	5	4	4	5	41		
	0107	4	4	4	4	5	5	5	5	4	40		
	0109	4	4	4	4	5	5	4	5	4	39		
	01011	4	3	4	5	4	4	4	4	5	37		
	01013	5	4	4	4	4	5	5	5	5	41		

Student 11	0101	4	4	4	4	4	3	4	4	4	35	266	84%
	0103	5	4	4	3	5	3	5	4	4	37		
	0105	4	3	4	4	4	5	3	4	4	35		
	0107	4	4	4	4	5	5	4	4	4	38		
	0109	4	4	3	3	4	5	4	5	4	36		
	01011	5	4	4	4	5	5	5	5	5	42		
	01013	4	5	5	4	5	5	5	5	5	43		
Student 12	0101	5	5	5	5	5	5	5	5	5	45	295	94%
	0103	5	4	5	5	5	3	5	5	5	42		
	0105	4	4	5	5	5	5	4	5	5	42		
	0107	5	5	5	5	5	5	5	5	5	45		
	0109	4	4	4	4	5	5	4	5	4	31		
	01011	5	5	5	5	5	5	5	5	5	45		
	01013	5	5	5	5	5	5	5	5	5	45		
Student 13	0101	5	5	4	4	4	4	4	5	5	40	274	87%
	0103	4	5	5	5	5	5	5	5	5	34		
	0105	5	5	5	5	5	4	4	4	5	42		
	0107	4	3	4	4	4	4	4	4	4	35		
	0109	5	4	5	4	4	5	4	5	4	40		
	01011	4	5	5	4	5	5	5	5	5	38		
	01013	5	5	5	5	5	5	5	5	5	45		
Student 14	0101	5	4	4	3	3	2	3	3	3	30	236	75%
	0103	5	4	3	3	3	3	4	5	4	31		
	0105	5	3	3	4	3	3	4	4	4	33		
	0107	5	3	3	3	3	3	3	3	3	29		
	0109	5	4	3	3	3	4	3	3	4	32		
	01011	5	4	4	4	4	5	5	4	5	40		
	01013	5	5	5	5	5	4	4	4	4	41		
Student 15	0101	5	5	4	5	3	3	4	5	5	39	291	92%
	0103	5	5	3	5	5	5	5	5	5	43		
	0105	5	4	5	5	5	5	5	5	5	44		
	0107	5	4	4	4	4	5	4	5	4	39		
	0109	5	5	4	4	4	5	5	5	5	42		
	01011	5	4	5	5	4	4	5	5	5	42		
	01013	5	5	5	5	4	4	5	5	4	42		

Overall average: 86.7%

Portfolio HES
400 Fall 2010

Students Name	Grader	Appearance	Organization	Goals	Organization of Project in Portfolio	Projects across HES Curriculum	Projects HES Concentration	Description of Projects	Overall Professionalism	Total Points	Individual Total	Average
Potential Points		5	5	5	5	5	5	5	5	40		
Student 1	DP	5	4	5	5	5	5	4	5	38	149	93%
	JW	5	4	5	4	4	5	4	4	35		
	JO	5	4	5	5	5	5	5	5	39		
	DB	5	4	4	5	5	5	4	5	37		
Student 2	DP	5	5	4	55	5	5	4	5	38	150	94%
	JW	5	5	5	4	4	5	5	5	38		
	JO	5	5	5	5	5	4	4	5	38		
	DB	5	4	4	5	5	4	4	5	36		
Student 3	DP	5	5	4	5	5	5	4	5	38	136	85%
	JW	5	4	5	4	4	4	4	4	34		
	JO	5	4	5	4	4	4	4	4	34		
	DB	5	5	4	4	5	4	4	4	35		
Student 4	DP	5	4	5	4	5	4	4	4	35	129	81%
	JW	5	4	4	4	3	4	3	4	31		
	JO	5	4	4	3	3	3	3	3	28		
	DB	5	4	4	4	5	4	4	5	35		
Student 5	DP	5	3	3	5	4	5	4	4	33	129	81%
	JW	5	4	3	4	4	4	4	4	32		
	JO	5	4	3	4	3	3	4	4	30		
	DB	4	4	4	5	4	5	4	4	34		
		5	5	5	5	5	5	5	5	5		
Student 6	DP	5	5	4	4	4	4	5	3	34	139	87%
	JW	5	5	5	5	4	4	5	4	37		
	JO	5	5	3	4	4	4	4	4	33		
	DB	5	4	4	5	4	5	4	4	35		

Student 7	DP	5	5	5	4	2	3	5	4	33	133	83%
	JW	5	4	5	4	4	4	3	4	33		
	JO	4	4	4	3	3	3	4	3	28		
	DB	5	5	5	5	5	5	4	5	133		
Student 8	DP	4	5	5	5	4	3	3	4	33	128	80%
	JW	5	4	5	4	3	5	5	3	34		
	JO	4	3	4	3	3	4	4	4	29		
	DB	5	4	5	4	3	4	3	4	32		
Student 9	DP	5	3	2	3	3	4	3	4	27	109	70%
	JW	5	3	3	3	3	3	3	3	26		
	JO	5	3	2	3	3	3	3	3	25		
	DB	5	3	3	4	4	4	4	4	31		
Student 10	DP	5	5	5	5	5	4	5	5	39	155	97%
	JW	5	5	4	5	5	5	5	5	39		
	JO	4	4	4	5	5	5	5	5	37		
	DB	5	5	5	5	5	5	5	5	40		
Student 11	DP	5	4	4	3	5	3	5	4	33	130	81%
	JW	4	3	4	4	4	5	3	4	31		
	JO	4	4	4	4	5	5	4	4	34		
	DB	4	4	3	3	4	5	4	5	32		
Student 12	DP	5	4	5	5	5	3	5	5	37	149	93%
	JW	4	4	5	5	5	5	4	5	37		
	JO	5	5	5	5	5	5	5	5	40		
	DB	4	4	4	4	5	5	4	5	35		
Student 13	DP	5	5	5	5	3	5	5	4	37	142	89%
	JW	4	5	4	5	3	5	4	5	35		
	JO	5	4	4	4	3	4	4	4	32		
	DB	5	4	4	5	5	5	5	5	38		
Student 14	DP	5	5	5	4	3	3	4	4	33	135	84%
	JW	5	4	5	5	3	4	4	4	34		
	JO	5	4	4	4	3	3	3	4	30		
	DB	5	5	5	5	5	4	4	5	38		
Student 15	DP	5	5	5	5	2	5	5	5	37	152	95%
	JW	5	5	5	5	3	5	4	5	37		
	JO	5	5	5	5	4	5	5	5	39		
	DB	5	5	5	5	4	5	5	5	39		
Student 16	DP	5	4	5	5	3	5	4	5	36	144	90%
	JW	5	4	4	5	2	5	5	5	35		
	JO	5	5	4	5	4	5	4	4	36		
	DB	5	5	4	5	4	5	4	5	37		

Overall average: 86%

Fall 2006 Program Evaluation

	Strongly Agree	%	Agree	%	Undecided	%	Disagree	%	Strongly Disagree	%	Number of Responses
Fall 2006											
1. Most faculty members are genuinely interested in the welfare and professional development of students.	7	0.78	2	0.22		0.00		0.00		0.00	9
2. Different approaches to education are encouraged by the faculty.	5	0.56	4	0.44		0.00		0.00		0.00	
3. The program is academically demanding for most students.	7	0.78	2	0.22		0.00		0.00		0.00	
4. This department has a caring environment characterized by mutual respect between undergraduate majors and professors..	8	0.89	1	0.11		0.00		0.00		0.00	
5. I have learned a great deal as a major in this department.	6	0.67	2	0.22		0.00	1	0.11		0.00	
6. I would advise a friend with similar interests to major in this department.	6	0.67	2	0.22		0.00	1	0.11		0.00	
7. The department is an academically stimulating place in which to study.	5	0.56	3	0.33		0.00	1	0.11		0.00	
8. Most faculty members prepare carefully for their courses.	6	0.67	2	0.22	1	0.11		0.00		0.00	
9. If I were starting over, I would choose a major in this department again.	6	0.67	2	0.22	1	0.11		0.00		0.00	
10. This program is providing me with very good preparation for my future professional work on advanced study.	6	0.67	1	0.11	2	0.22		0.00		0.00	
11. There are many opportunities outside the classroom for interaction between majors and faculty.	4	0.44	4	0.44	1	0.11		0.00		0.00	
12. Curricular and career advising met my needs.	5	0.56	3	0.33	1	0.11		0.00		0.00	
13. Degree requirements were clearly stated and understandable.	5	0.56	3	0.33	1	0.11		0.00		0.00	
14. The library had adequate holdings relevant to my field.	2	0.22	2	0.22	4	0.44	1	0.11		0.00	
15. Specialized facilities, such as laboratories, and equipment needed for teaching and creative work in my field were available.	2	0.22	2	0.22	3	0.33	2	0.22		0.00	
16. Space and other facilities for classes and laboratories were adequate.	2	0.22	2	0.22	2	0.22	3				
17. The faculty in the program demonstrated scholarly and professional competency.	7	0.78	2	0.22		0.00		0.00		0.00	
18. Courses required for the degree were offered frequently enough.	4	0.44	1	0.11	1	0.11	3	0.33		0.00	
19. Students majoring in one of the Human Environmental Sciences programs demonstrated adequate academic ability and preparation.	6	0.67	2	0.22	1	0.11		0.00		0.00	
20. Students were offered opportunities for participation in departmental decisions affecting appropriate programs.	6	0.67	2	0.22	1	0.11		0.00		0.00	
21. Procedures (grades, papers, exams) used to evaluate students in their courses were appropriate.	6	0.67	2	0.22	1	0.11		0.00		0.00	
22. Teaching methods (lectures, seminars, audiovisual aids, etc.) used in this his department ere appropriate.	6	0.67	2	0.22	1	0.11		0.00		0.00	
23. Faculty members in this department were accessible to students majoring in this program.	7	0.78	2	0.22		0.00		0.00		0.00	
24. Faculty members were helpful in dealing with class work.	8	0.89	1	0.11		0.00		0.00		0.00	
25. The faculty were aware of new developments in their respective fields.	7	0.78	2	0.22		0.00		0.00		0.00	
26. Many Human Environmental Sciences courses adequately prepared me for my field experiences.	6	0.67	3	0.33		0.00		0.00		0.00	
27. Field experiences and/or internships in which I participated contributed to my professional development.	6	0.67	3	0.33		0.00		0.00		0.00	
28. I participated in a variety of assignments and activities during my internships.	6	0.67	3	0.33		0.00		0.00		0.00	

29. I received adequate supervision during my internship.	6	0.67	2	0.22	0.00	1	0.11	0.00
30. As part of my educational experiences I attended one or more meetings of a scholarly or professional society.	5	0.56	3	0.33	1	0.11	0.00	0.00
31. As part of my training I prepared one or more major term papers or projects.	6	0.67	3	0.33	0.00	0.00	0.00	0.00
32. My education has adequately trained me in the communication skills of listening, reading, and writing.	5	0.56	4	0.44	0.00	0.00	0.00	0.00
33. My education has given me an appreciation for the need to continually evaluate my professional performance and upgrade my knowledge to become a responsible member of my profession.	6	0.67	3	0.33	0.00	0.00	0.00	0.00
34. My education has prepared me to effectively integrate computers and other technology into my area of study.	6	0.67	2	0.22	0.00	0.00	1	0.11
35. Instruction in my Human Environmental Sciences courses was:	6	0.67	3	0.33	0.00	0.00	0.00	0.00

**Fall 2007
Program
Evaluation**

Fall 2007	Strongly Agree	%	Agree	%	Undecided	%	Disagree	%	Strongly Disagree	%	Number of Responses
1. Most faculty members are genuinely interested in the welfare and professional development of students.	20	1.00		0.00		0.00		0.00		0.00	20
2. Different approaches to education are encouraged by the faculty.	14	0.70	5	0.25	1	0.05		0.00		0.00	
3. The program is academically demanding for most students.	10	0.50	8	0.40	2	0.10		0.00		0.00	
4. This department has a caring environment characterized by mutual respect between undergraduate majors and professors..	20	1.00		0.00		0.00		0.00		0.00	
5. I have learned a great deal as a major in this department.	19	0.95	1	0.05		0.00		0.00		0.00	
6. I would advise a friend with similar interests to major in this department.	18	0.90	1	0.05	1	0.05		0.00		0.00	
7. The department is an academically stimulating place in which to study.	14	0.70	4	0.20	2	0.10		0.00		0.00	
8. Most faculty members prepare carefully for their courses.	15	0.75	4	0.20		0.00	1	0.05		0.00	
9. If I were starting over, I would choose a major in this department again.	15	0.75	3	0.15	1	0.05	1	0.05		0.00	
10. This program is providing me with very good preparation for my	12	0.60	6	0.30	1	0.05	1	0.05		0.00	

future professional work on advanced study.										
11. There are many opportunities outside the classroom for interaction between majors and faculty.	12	0.60	8	0.40		0.00		0.00		0.00
12. Curricular and career advising met my needs.	14	0.70	4	0.20	1	0.05	1	0.05		0.00
13. Degree requirements were clearly stated and understandable.	14	0.70	5	0.25		0.00		0.00		0.00
14. The library had adequate holdings relevant to my field.	10	0.50	4	0.20	6	0.30		0.00		0.00
15. Specialized facilities, such as laboratories, and equipment needed for teaching and creative work in my field were available.	10	0.50	5	0.25	4	0.20	1	0.05		0.00
Space and other facilities for classes and laboratories were adequate.	9	0.45	6	0.30	1	0.05	4			
17. The faculty in the program demonstrated scholarly and professional competency.	17	0.85	3	0.15		0.00		0.00		0.00
18. Courses required for the degree were offered frequently enough.	10	0.50	1	0.05	1	0.05	6	0.30	2	0.10
19. Students majoring in one of the Human Environmental Sciences programs demonstrated adequate academic ability and preparation.	12	0.60	7	0.35	1	0.05		0.00		0.00
20. Students were offered opportunities for participation in departmental decisions affecting appropriate programs.	12	0.60	5	0.25	3	0.15		0.00		0.00
21. Procedures (grades, papers, exams) used to evaluate students in their courses were appropriate.	14	0.70	5	0.25	1	0.05		0.00		0.00

22. Teaching methods (lectures, seminars, audiovisual aids, etc.) used in this his department ere appropriate.	15	0.75	3	0.15	2	0.10	0.00	0.00
23. Faculty members in this department were accessible to students majoring in this program.	19	0.95	1	0.05		0.00	0.00	0.00
24. Faculty members were helpful in dealing with class work.	19	0.95		0.00	1	0.05	0.00	0.00
25. The faculty were aware of new developments in their respective fields.	14	0.70	5	0.25		0.00	0.00	1 0.05
26. Many Human Environmental Sciences courses adequately prepared me for my field experiences.	12	0.60	5	0.25	3	0.15	0.00	0.00
27. Field experiences and/or internships in which I participated contributed to my professional development.	12	0.60	4	0.20	4	0.20	0.00	0.00
28. I participated in a variety of assignments and activities during my internships.	14	0.70	4	0.20	2	0.10	0.00	0.00
29. I received adequate supervision during my internship.	17	0.85	3	0.15		0.00	0.00	0.00
30. As part of my educational experiences I attended one or more meetings of a scholarly or professional society.	17	0.85	2	0.10	1	0.05	0.00	0.00
31. As part of my training I prepared one or more major term papers or projects.	19	0.95	1	0.05		0.00	0.00	0.00
32. My education has adequately trained me in the communication skills of listening, reading, and writing.	19	0.95	1	0.05		0.00	0.00	0.00

33. My education has given me an appreciation for the need to continually evaluate my professional performance and upgrade

my knowledge to become a responsible member of my profession.	18	0.90	2	0.10		0.00	0.00	0.00
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34. My education has prepared me to effectively integrate computers and other technology into my area of study.	17	0.85	3	0.15		0.00	0.00	0.00
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35. Instruction in my Human Environmental Sciences courses was:	11	0.55	7	0.35	2	0.10	0.00	0.00
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36. The quality of instruction in my Human Environmental Sciences courses, when compared with courses I took in other depts. were:	14	0.70	6	0.30		0.00	0.00	0.00
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	Fashion Merch.	ID		HES Educ		Foods & Nutrition	FACS
My concentrated area of study is: A. Fashion Merchandise; B. Interior Design; C. HES Educ; D. Food & Nutrition; D. FACS	8	9				3	

Fall 2008

	Strongly Agree	%	Agree	%	Undecided	%	Disagree	%	Strongly Disagree	%	Number of Responses
1. Most faculty members are genuinely interested in the welfare and professional development of students.	13	0.62	7	0.33		0.00	1	0.05		0.00	21
2. Different approaches to education are encouraged by the faculty.	11	0.52	10	0.48		0.00		0.00		0.00	
3. The program is academically demanding for most students.	5	0.24	12	0.57	3	0.14	1	0.05		0.00	
4. This department has a caring environment characterized by mutual respect between undergraduate majors and professors..	17	0.81	2	0.10		0.00	1	0.05		0.00	
5. I have learned a great deal as a major in this department.	15	0.71	5	0.24		0.00	1	0.05		0.00	
6. I would advise a friend with similar interests to major in this department.	14	0.67	6	0.29	1	0.05		0.00		0.00	
7. The department is an academically stimulating place in which to study.	12	0.57	8	0.38	1	0.05		0.00		0.00	
8. Most faculty members prepare carefully for their courses.	10	0.48	10	0.48	1	0.05		0.00		0.00	
9. If I were starting over, I would choose a major in this department again.	14	0.67	3	0.14	3	0.14	1	0.05		0.00	
10. This program is providing me with very good preparation for my future professional work on advanced study.	9	0.43	10	0.48	1	0.05	1	0.05		0.00	
11. There are many opportunities outside the classroom for	10	0.48	10	0.48	1	0.05		0.00		0.00	

interaction between majors and faculty.										
12. Curricular and career advising met my needs.	13	0.62	5	0.24	2	0.10	1	0.05		0.00
13. Degree requirements were clearly stated and understandable.	11	0.52	6	0.29	2	0.10	1	0.05	1	0.05
14. The library had adequate holdings relevant to my field.	7	0.33	8	0.38	4	0.19	2	0.10		0.00
15. Specialized facilities, such as laboratories, and equipment needed for teaching and creative work in my field were available.	10	0.48	11	0.52		0.00		0.00		0.00
16. Space and other facilities for classes and laboratories were adequate.	10	0.48	9	0.43	2					
17. The faculty in the program demonstrated scholarly and professional competency.	14	0.67	7	0.33		0.00		0.00		0.00
18. Courses required for the degree were offered frequently enough.	6	0.29	10	0.48	3	0.14	2	0.10		0.00
19. Students majoring in one of the Human Environmental Sciences programs demonstrated adequate academic ability and preparation.	10	0.48	10	0.48	1	0.05		0.00		0.00
20. Students were offered opportunities for participation in departmental decisions affecting appropriate programs.	13	0.62	7	0.33	1	0.05		0.00		0.00
21. Procedures (grades, papers, exams) used to evaluate students in their courses were appropriate.	14	0.67	7	0.33		0.00		0.00		0.00
22. Teaching methods (lectures, seminars, audiovisual aids, etc.) used in this his department ere	12	0.57	9	0.43		0.00		0.00		0.00

appropriate.									
23. Faculty members in this department were accessible to students majoring in this program.	16	0.76	4	0.19	1	0.05		0.00	0.00
24. Faculty members were helpful in dealing with class work.	16	0.76	3	0.14	2	0.10		0.00	0.00
25. The faculty were aware of new developments in their respective fields.	13	0.62	8	0.38		0.00		0.00	0.00
26. Many Human Environmental Sciences courses adequately prepared me for my field experiences.	12	0.57	7	0.33	2	0.10		0.00	0.00
27. Field experiences and/or internships in which I participated contributed to my professional development.	13	0.62	7	0.33	1	0.05		0.00	0.00
28. I participated in a variety of assignments and activities during my internships.	14	0.67	7	0.33		0.00		0.00	0.00
29. I received adequate supervision during my internship.	13	0.62	5	0.24	2	0.10	1	0.05	0.00
30. As part of my educational experiences I attended one or more meetings of a scholarly or professional society.	9	0.43	8	0.38	3	0.14	1	0.05	0.00
31. As part of my training I prepared one or more major term papers or projects.	12	0.57	8	0.38	1	0.05		0.00	0.00
32. My education has adequately trained me in the communication skills of listening, reading, and writing.	14	0.67	7	0.33		0.00		0.00	0.00
33. My education has given me an appreciation for the need to continually evaluate my professional performance and upgrade my knowledge to become a responsible member of my profession.	14	0.67	7	0.33		0.00		0.00	0.00
34. My education has prepared me to effectively integrate	13	0.62	8	0.38		0.00		0.00	0.00

computers and other technology
into my area of study.

35. Instruction in my Human
Environmental Sciences courses
was:

36. The quality of instruction in
my Human Environmental
Sciences courses, when
compared with courses I took in
other depts. were:

12	0.57	7	0.33	2	0.10	0.00	0.00
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15	0.71	5	0.24	0.00	1	0.05	0.00
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Fashion Merch.

ID

HES Educ

Foods & Nutrition

FACS

My concentrated area of study is: A.
Fashion Merchandise; B. Interior
Design; C. HES Educ; D. Food &
Nutrition; D. FACS

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no resp. 1

**Fall 2009 Program
Evaluation**

Fall 2009	Strongly Agree	%	Agree	%	Undecided	%	Disagree	%	Strongly Disagree	%	Number of Responses
1. Most faculty members are genuinely interested in the welfare and professional development of students.	9	0.75	2	0.17		0.00	1	0.08		0.00	12
2. Different approaches to education are encouraged by the faculty.	5	0.42	5	0.42	1	0.08	1	0.08		0.00	
3. The program is academically demanding for most students.	5	0.42	2	0.17	2	0.17	2	0.17	1	0.08	
4. This department has a caring environment characterized by mutual respect between undergraduate majors and professors..	7	0.58	4	0.33	1	0.08		0.00		0.00	
5. I have learned a great deal as a major in this department.	7	0.58	2	0.17	1	0.08	1	0.08		0.00	
6. I would advise a friend with similar interests to major in this department.	6	0.50	4	0.33		0.00	2	0.17		0.00	
7. The department is an academically stimulating place in which to study.	5	0.42	5	0.42	2	0.17		0.00		0.00	
8. Most faculty members prepare carefully for their courses.	4	0.33	6	0.50	1	0.08	1	0.08		0.00	
9. If I were starting over, I would choose a major in this department again.	6	0.50	2	0.17	3	0.25		0.00		0.00	
10. This program is providing me with very good preparation for my future professional work on advanced study.	4	0.33	2	0.17	4	0.33	1	0.08	1	0.08	
11. There are many opportunities outside the classroom for interaction between majors and faculty.	5	0.42	4	0.33		0.00	3	0.25		0.00	
12. Curricular and career advising met my needs.	5	0.42	4	0.33	1	0.08	1	0.08	1	0.08	
13. Degree requirements were clearly stated and understandable.	6	0.50	3	0.25	2	0.17		0.00	1	0.08	
14. The library had	1	0.08	5	0.42	6	0.50		0.00		0.00	

adequate holdings relevant to my field.										
15. Specialized facilities, such as laboratories, and equipment needed for teaching and creative work in my field were available.	6	0.50	4	0.33	2	0.17		0.00		0.00
16. Space and other facilities for classes and laboratories were adequate.	6	0.50	6	0.50						
17. The faculty in the program demonstrated scholarly and professional competency.	5	0.42	4	0.33	2	0.17		0.00	1	0.08
18. Courses required for the degree were offered frequently enough.	3	0.25	4	0.33	2	0.17	2	0.17	1	0.08
19. Students majoring in one of the Human Environmental Sciences programs demonstrated adequate academic ability and preparation.	4	0.33	5	0.42	2	0.17		0.00		0.00
20. Students were offered opportunities for participation in departmental decisions affecting appropriate programs.	5	0.42	2	0.17	4	0.33		0.00	1	0.08
21. Procedures (grades, papers, exams) used to evaluate students in their courses were appropriate.	4	0.33	5	0.42	3	0.25		0.00		0.00
22. Teaching methods (lectures, seminars, audiovisual aids, etc.) used in this his department ere appropriate.	5	0.42	3	0.25	3	0.25		0.00	1	0.08
23. Faculty members in this department were accessible to students majoring in this program.	6	0.50	4	0.33	1	0.08		0.00	1	0.08
24. Faculty members were helpful in dealing with class work.	7	0.58	3	0.25	2	0.17		0.00		0.00
25. The faculty were aware of new developments in their respective fields.	7	0.58	4	0.33	1	0.08		0.00		0.00
26. Many Human Environmental Sciences courses adequately prepared me for my field experiences.	4	0.33	3	0.25	3	0.25	1	0.08	1	0.08
27. Field experiences and/or internships in which I participated	7	0.58	5	0.42		0.00		0.00		0.00

contributed to my professional development.										
28. I participated in a variety of assignments and activities during my internships.	5		0.42	6	0.50	1	0.08		0.00	0.00
29. I received adequate supervision during my internship.	6		0.50	5	0.42		0.00		0.00	1 0.08
30. As part of my educational experiences I attended one or more meetings of a scholarly or professional society.	3		0.25	6	0.50	1	0.08	1	0.08	1 0.08
31. As part of my training I prepared one or more major term papers or projects.	7		0.58	5	0.42		0.00		0.00	0.00
32. My education has adequately trained me in the communication skills of listening, reading, and writing.	5		0.42	5	0.42	2	0.17		0.00	0.00
33. My education has given me an appreciation for the need to continually evaluate my professional performance and upgrade my knowledge to become a responsible member of my profession.	5		0.42	7	0.58		0.00		0.00	0.00
34. My education has prepared me to effectively integrate computers and other technology into my area of study.	7		0.58	5	0.42		0.00		0.00	0.00
35. Instruction in my Human Environmental Sciences courses was:	4	0.33	4	0.33	2	0.17	2	0.17		0.00
36. The quality of instruction in my Human Environmental Sciences courses, when compared with courses I took in other depts. were:	5	0.42	3	0.25	4	0.33				0.00
	Fashion Merch.	ID		HES Educ	Foods & Nutrition	FACS				
37. My concentrated area of study is: A (Fashion Merchandise	3	5		2	2					

**Fall 2010 Program
Evaluation**

Fall 2010												Number of Responses						
	Strongly Agree		%		Agree		%		Undecided	%		Disagree	%		Strongly Disagree	%		
1. Most faculty members are genuinely interested in the welfare and professional development of students.	4		0.80		1		0.20				0.00			0.0			0.00	5
2. Different approaches to education are encouraged by the faculty.	2	0.40	2	0.40	1	0.20		0.00	0.00			demanding for most students.						
3. The program is academically	2	0.40	2	0.40	1	0.02		0.00	0.01									
4. This department has a caring environment characterized by mutual respect between undergraduate majors and professors..			3			0.60		2	0.40		0.00			0.00			0.00	
5. I have learned a great deal as a major in this department.			3			0.60		2	0.40		0.00			0.00			0.00	
6. I would advise a friend with similar interests to major in this department.			2			0.40		2	0.40	1	0.20			0.00			0.00	
7. The department is an academically stimulating place in which to study.			2			0.40		2	0.40	1	0.20			0.00			0.00	
8. Most faculty members prepare carefully for their courses.			3			0.60		2	0.40		0.00			0.00			0.00	
9. If I were starting over, I would choose a major in this department again.			3			0.60		2	0.40	1	0.20			0.00			0.00	
10. This program is providing me with very good preparation for my future professional work on advanced study.			2			0.40		1	0.20	2	0.40			0.00			0.00	
11. There are many opportunities outside the classroom for interaction between majors and faculty.			1			0.20		3	0.60		0.00	1		0.20			0.00	
12. Curricular and career advising met my needs.			1			0.20		3	0.60		0.00	1		0.20			0.00	
13. Degree requirements were			2			0.40		2	0.40		0.00	1		0.20			0.00	

clearly stated and understandable.								
14. The library had adequate holdings relevant to my field.	1	0.20	2	0.40	1	0.20	0.00	0.00
15. Specialized facilities, such as laboratories, and equipment needed for teaching and creative work in my field were available.	2	0.40	2	0.40	1	0.20	0.00	0.00
16. Space and other facilities for classes and laboratories were adequate.	3	0.60	2	0.40		0.00	0.00	0.00
17. The faculty in the program demonstrated scholarly and professional competency.	3	0.60	2	0.40		0.00	0.00	0.00
18. Courses required for the degree were offered frequently enough.	3	0.60	2	0.40		0.00	0.00	0.00
19. Students majoring in one of the Human Environmental Sciences programs demonstrated adequate academic ability and preparation.	3	0.60	2	0.40		0.00	0.00	0.00
20. Students were offered opportunities for participation in departmental decisions affecting appropriate programs.	3	0.60	2	0.40		0.00	0.00	0.00
21. Procedures (grades, papers, exams) used to evaluate students in their courses were appropriate.	4	0.80	1	0.20		0.00	0.00	0.00
22. Teaching methods (lectures, seminars, audiovisual aids, etc.) used in this his department ere appropriate.	3	0.60	2	0.40		0.00	0.00	0.00
23. Faculty members in this department were accessible to students majoring in this program.	2	0.40	3	0.60		0.00	0.00	0.00
24. Faculty members were helpful in dealing with class work.	4	0.80	1	0.20		0.00	0.00	0.00
25. The faculty were aware of new developments in their respective fields.	4	0.80	1	0.20		0.00	0.00	0.00
26. Many Human Environmental Sciences courses adequately prepared me for my field experiences.	3	0.60	1	0.20	1	0.20	0.00	0.00

27. Field experiences and/or internships in which I participated contributed to my professional development.	2	0.40	3	0.60	0.00	0.00	0.00
28. I participated in a variety of assignments and activities during my internships.	3	0.60	2	0.40	0.00	0.00	0.00
29. I received adequate supervision during my internship.	4	0.80	1	0.20	0.00	0.00	0.00
30. As part of my educational experiences I attended one or more meetings of a scholarly or professional society.	3	0.60	2	0.40	0.00	0.00	0.00
31. As part of my training I prepared one or more major term papers or projects.	3	0.60	2	0.40	0.00	0.00	0.00
32. My education has adequately trained me in the communication skills of listening, reading, and writing.	4	0.80	1	0.20	0.00	0.00	0.00
33. My education has given me an appreciation for the need to continually evaluate my professional performance and upgrade my knowledge to become a responsible member of my profession.	3	0.60	2	0.40	0.00	0.00	0.00
34. My education has prepared me to effectively integrate computers and other technology into my area of study.	4	0.80	1	0.20	0.00	0.00	0.00
35. Instruction in my Human Environmental Sciences courses was:	2	0.40	1	0.20	0.00	0.00	0.00
36. The quality of instruction in my Human Environmental Sciences courses, when compared with courses I took in other depts. were:	3	0.60	2	0.40	0.00	0.00	0.00
	Fashion Merch.		ID		HES Educ	Foods & Nutrition	FACS
37. My concentrated area of study is: A (Fashion Merchandise	1		1		1	2	

Internship Grades 2006-2010

Year	#A's	#B's	#C's	#D's	#F's
2006	27				1
2007	25	3			
2008	21	2			
2009	15	1	1		
2010	25				

Internships in the department have been successful during the past five years. Employer evaluations have been very positive. Most employers comment on the preparation that the students have had and predict success in future careers. Many employers request other interns based on experiences with HES interns. Students are asked to journal their experiences and report weekly to the Department Chair. A self-evaluation is completed by the interns. This evaluation helps the students reflect on areas of strengths and areas for improvement. Faculty members are encouraged to read the student reports and evaluations for program improvements. Employer input has resulted in curricular modifications.

CONSULTANT for Accreditation for Interior Design Recommendations

B. Strategic Plan

A strategic plan outlining tasks related to critical tasks to be completed in preparation for the NKBA accreditation site visit and completion of the CIDA self-study and site visit preparations can be found in Appendix C. It is strongly recommended that faculty review this strategic plan and commit to adhering to the timelines for completion of the tasks as well as schedule additional work as necessary.

C. Recommendations for Administration

1. Discussion of recommendations identified in NKBA Site Visit Report by the NKBA Verification Team September, 2010 for consideration by administration

The following opportunities for consideration for administration were cited by NKBA and were reviewed for discussion and further recommendation. Noteworthy points of discussion and/or additional recommendations follow each item.

- a. Continue to support release time for preparation for accreditation visits and annual submission requirements.

Additional Consultant Recommendation: It is further recommended that in addition to release time for preparation for accreditation visits that additional appointments be made for summer work time for faculty. The strategic plan outlines much preparatory work for the NKBA site visit as well as the self-study for CIDA to be done during summer months of 2011 and 2012. This includes development of new coursework, extensive review of existing coursework, and development of instructor teaching manuals, student assignments etc. for both NKBA and CIDA accreditation. Additionally the CIDA PAR requires concentrated effort to complete and will need to be completed during summer 2013 for submission in fall of 2013. It is also recommended that administration provide a student worker familiar with or majoring in Interior Design to assist faculty in the archiving and preparation of student work for the student work display. This is especially important fall of 2011 and the 3-4 semesters prior to the CIDA site visit. A student familiar with or majoring in Interior Design will better understand the sensitivity of securing student work and aesthetic appreciation necessary in assisting in the development and construction of the student work display.

- b. Provide consultant that has knowledge of both ID and Kitchen and Bath.

Additional Consultant Recommendation: This recommendation has been met, however it is recommended that that administration provide ongoing consultation for review of instructor teaching manuals, student projects for appropriate student learning expectations, assistance in development of class activities etc. in preparation for accreditation materials for both NKBA and CIDA.

- c. Provide opportunities for kitchen and bath education for Mr. Patel. NKBA provides matching funds in the form of registration for NKBA in-person Professional Development courses. NKBA urges the administration to provide matching funds for travel to these events.

Additional Consultant Recommendation: Concur with this recommendation.

- d. Set a department goal to have more than one faculty member knowledgeable about NKBA standards and accreditation procedures. Support and recognize faculty that have expertise necessary to teach NKBA materials in annual review processes and encourage faculty members to demonstrate their expertise by obtaining NKBA Certifications.

Additional Consultant Recommendation: It is evident that Mr. Bunn and Mr. Patel enjoy a harmonious working relationship and engage in open dialogue relating to many venues of the program. It is apparent that both Mr. Bunn and Mr. Patel are interested in both NKBA and CIDA accreditation requirements. It is further recommended that this interest by both faculty continue and that they set a goal to obtain NKBA Certifications. However, it is important to first focus on the NKBA fall 2011 site visit and then the coming CIDA site visit as priorities.

- d. Increase awareness of the NKBA affiliation to prospective students through promotional materials to increase enrollment.

Additional Consultant Recommendation: Successful accreditation efforts are positive events and should be recognized and used in promotional materials for recruitment and advancement of the program. Additionally, awareness of professional organizations and affiliations provide students venues to internships and professional placement. Consider incorporation of NKBA materials and opportunities via student organizations, guest speakers, and attendance at KBIS etc.

- f. Consider resources available from NKBA to enhance student learning.

. NKBA Recorded webinar presentations

. NKBA Professional Resource Library

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NKBA Flash Cards

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NKBA Professional Development Courses

Additional Consultant Recommendation: It was noted that the department had purchased the NKBA Flash Cards and displayed the NKBA Professional Resource Library. It is further recommended that faculty also incorporate selected webinar presentations and consider selected NKBA professional development courses to attend.

2. Additional recommendations for Administration

- a. A number of recommendations listed in this report require funding that may not be available in department operational budgets. It is strongly recommended that these activities and resources be funded to help ensure successful NKBA and CIDA accreditation outcomes. Following is a list of critical activities and resources that need consideration: (amounts represent estimated totals for all years noted)

\$6000 CIDA Accreditation Workshop Attendance Spring 2012 and 2013 for both Mr. Bunn and Mr. Patel @ \$1500 per person per year \$5000 Supplies including binders, labels, easels, printing, plotting, etc. in preparation for NKBA and CIDA site visits and archiving of student work. Beginning summer 2011 through spring 2014

\$4000 Student worker for assistance in archiving student work and preparations for student work display and other activities relating to accreditation preparation. Fall 2011 - Spring 2014 (total cost for period)

\$2000 Travel funds for Mr. Bunn and Mr. Patel @ \$1000 each to travel to KBIS conference in spring 2012 to attend coordinators meeting and/or NKBA professional development courses.

\$1500 Consultant to review Instructor Teaching Manuals and selected student projects and/or course development as needed and identified by faculty. Summer 2011, Fall 2011, and Spring 2012

\$2500 Consultant to conduct additional onsite review summer 2012 (approximate date) to assess progress as needed and identified by faculty.

XXXX Faculty release time and/or special summer stipend for accreditation self-study, preparations for fall NKBA site visit, development of new curriculum, instructor teaching manuals, and other accreditation related activities. (Cost determined on site)

\$300 NKBA Annual Dues (Fall 2011)

\$399 NKBA Re-accreditation Fee (Fall 2011)

\$400 CIDA Application Fee (December 2012)

\$3000 CIDA Site Visit Fee (December 2013)

\$1800 CIDA Site Visitor Travel Fee (December 2013)

\$2400 CIDA Visiting Team Expenses at cost 3@ \$800 (Spring 2014)

\$1700 CIDA Annual Fee beginning January 2015

- b. Adequate dedicated and secure space for archival of student work is critical. 100 - 200 square feet is needed that provides adequate shelving to store binders of student work, physical models, boards, tubes, drawing sets etc. It is recommended that all student work be archived for a period of at least two years prior to the CIDA site visit. Processes for organizing, labeling, and archiving are recommended above. It is critical that student work be able to be archived in a manner that provides easy and organized access during the set-up of the student work display. Since this work provides the bulk of evidence demonstrating compliance to accreditation standards, it is critical that the utmost care be used in safeguarding this archived material.
- c. Adequate space for the student work display for accreditation site visits is critical for NKBA fall 2011 and CIDA spring 2014. A minimum of 2000 - 2500 square feet of dedicated and secure space for a period of 2 - 3 weeks is necessary to provide faculty and student workers ample time to construct the student work display. It is recommended that administration, department head and/or dean provide assistance in securing the space well in advance of the NKBA and CIDA site visit. It is important that the space provided be appropriate for site visitors to occupy for spend several days, include electrical power, adequate lighting, and an environment that presents the university and program at their best. Several power point presentations were provided to faculty that illustrate the nature complexity of student work displays. Faculty may elect to share these with administration to better illustrate this need.
- d. Less immediate but important needs: Costs may be available locally

Upgrade computer hardware and software in Interior Design CAD lab prior to CIDA site visit scheduled for spring 2014.

Upgrade resource room and/or library holdings per comparative study of library holdings. Discussion of this was held during the site visit.

D. Summary of Consultant Site Visit

Appreciation and thanks are extended to Dr. Donna Jacobs, Dean of the College of Education, Dr. Jane Wilson, Chair of the Department Human Environmental Sciences, Ms. Joan Smith, Administrative Assistant and faculty members Mr. Dwight Bunn and Mr. Dhrumil Patel for the gracious courtesies extended during the consultation site visit. It was a pleasure to visit your campus and review your Interior Design program.

The Interior Design program has many strengths, among them energetic, competent and dedicated faculty committed to program excellence through continued improvement and validation by accrediting bodies. Much progress has been made toward meeting recommendations outlined in the NKBA site visit report dated September 2010. The faculty should be commended for these efforts.

The faculty engaged in very productive discussions throughout the site visit. They were eager to share ideas, ask questions, request assistance, and exhibited exceptional professional interest in improvement of the program and preparations for the upcoming accreditation activities. The faculty should be commended for these qualities.

Many recommendations were provided in this report. It is not the intent of the report to suggest that many things are wrong in the program; but, that it is with confidence that it is possible for the program to accomplish these tasks.