

## **2008-2009 Results Data**

### **College of Agriculture and Human Sciences**

#### **Prairie View A&M University**

- Agricultural Economics
- Family and Community Services
- Animal Science
- Soil Science
- Human Nutrition and Food
- Dietetics Internship
- Agriculture
- Human Sciences

**2008-2009 Results Data  
Request for information – Due August 31, 2009**

College/School or Administrative Unit **CAHS – Agricultural Economics Degree Program**

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

**1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**

- **Outcome 1: Students will have the knowledge to demonstrate an awareness and understanding of the economic principles relating to agricultural economic/agribusiness practices.**
  - **Only 50% of the students entering the program had calculus. Only 50% of the students had completed a thesis synopsis. 80% of the major had selected advising committee.**
- **Outcome 2: Students will demonstrate the knowledge level required to undertake the scientific process by conceptualizing, designing, and implementing scientific research including data collection, analysis and interpretation.**
  - **Percentage of students entering the program is less than 50%. Number of students matriculating from the program is less than 50%.**
- **Outcome 3: Students completing the program will demonstrate mastery of the methodologies of qualitative and quantitative analyses in problem identification, assessment, and evaluation relative to Agricultural Economics/Agribusiness issues and applications.**
  - **At least 80 percent of the students were fully accepted (unconditionally). At least 60 percent of the majors have completed the graduate degree plan. At least 60 percent of the students have completed an approval thesis proposal for submission to the Graduate School.**

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**
- **Outcome 1: Students will have the knowledge to demonstrate an awareness and understanding of the economic principles relating to agricultural economic/agribusiness practices.**
    - **Students' success data are used for recruitment and retention. Provides data for presentations at symposium.**
  - **Outcome 2: Students will demonstrate the knowledge level required to undertake the scientific process by conceptualizing, designing, and implementing scientific research including data collection, analysis and interpretation.**
    - **Data collected was used to recruit and retain students. Hiring of qualified faculty to monitor and advise students.**
  - **Outcome 3: Students completing the program will demonstrate mastery of the methodologies of qualitative and quantitative analyses in problem identification, assessment, and evaluation relative to Agricultural Economics/Agribusiness issues and applications.**
    - **Information collected helps to process the students for candidacy. Data collected were used for presentation at conferences. Information provide data for teaching grant proposals.**

**2008-2009 Results Data**  
**Request for information – Due August 31, 2009**

College/School or Administrative Unit CAHS – Family & Community Services Degree Program

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

**1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**

- Outcome 1: Integrate the foundation knowledge and skills of the family and consumer sciences to prepare students for personal, family, community, and career roles.
  - 69 % of students in Special Topics received a satisfactory grade of 70 and above. n=29 Fall 2007
- Outcome 2: Understands the areas of personal development, relationship, and management of work and family to enhance of life across the lifespan, and understands career opportunities in family studies and human services.
  - Using grades and oral presentations and family projects to evaluate the students, 75% of the students successfully met the objectives with a passing grade of 75 or more, but results also show a failure rate of 10%.
- Outcome # 3. Students will understand human growth and development, parent/guardian/educator role and responsibilities, and career opportunities in human development, education, and services.
  - From the data collected for 2007-2008, the composite analysis yielded, N=106, the mean score was 78.2; the median and mode was 81.3, 94.5 respectively. Overall 79.2 % of the students scored above the critical point of 70%. Using a one-way ANOVA to compare the mean student's score to the critical score yielded a significant  $F=21.7$ ,  $\alpha = 0.05$ . The minimum and maximum scores were 15.4 and 100 respectively with a range of 84.6.
- Outcome # 4. Understand the principles of food sciences, food technology, and nutrition and their relationships to growth, development, health, and wellness: applies this understanding to support informed decision-making that promotes good health: and understands career opportunities in Nutrition, wellness, and food science.

- 75% of students scored 70 and above. n-20 based on Fall 2008 data.
- Outcome # 5. Understand the principles of food sciences, food technology, and nutrition and their relationships to growth, development, health, and wellness: applies this understanding to support informed decision-making that promotes good health: and understands career opportunities in Nutrition, wellness, and food science.

The findings indicate that the student's comprehension, analytical skills and problem solving skills were basically good (average 80 %). The findings show that some of the students were highly skilled at problems solving and debating issues.

- Outcome # 6. Students who graduate with a baccalaureate degree in Family and Community Sciences will demonstrate an understanding of consumer practices, consumer responsibilities, and resource management process; how these affect and are applied to personal, family, and work life, and career opportunities in consumer and resource management.

85% of students met expectations when identifying and explaining the characteristics of the four types of advertisements.

- Outcome # 7. Understands the design, production, marketing, consumption, and maintenance of textile and apparel products, and understands career opportunities in the textiles and apparel industries.
  - Using grades and oral presentations to evaluate the students, 75% of the students successfully met the objectives with a passing grade of 75 or more. Showing a failure rate of 12%.
- Outcome # 8. Understands the design and construction of interior and exterior environments; and understands career opportunities in the housing, design, furnishings, and equipment management and services industries.
  - Using grades and oral presentations to evaluate the students, 75% of the students successfully met the objectives with a passing grade of 75 or more. Showing a failure rate of 12%.

**2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**

- Outcome 1: Integrate the foundation knowledge and skills of the family and consumer sciences to prepare students for personal, family, community, and career roles.
  - Emphasize more problem base learning.
- Outcome # 2. Understands the areas of personal development, relationship, and management of work and family to enhance of life across the lifespan, and understands career opportunities in family studies and human services.
  - The assessment of the Program Learning Outcomes revealed strengths and weaknesses. 75% of students met expectation when identifying technology and critical thinking skills, problems solving and oral and written skills.
- Outcome # 3. Students will understand human growth and development, parent/guardian/educator role and responsibilities, and career opportunities in human development, education, and services
  - Although the students met the critical score, the performance was significantly higher when compared to the critical point. However, faculty will review student tests to determine the areas where students did not perform satisfactory and place more emphasis on those areas. Faculty will create an online tutorial.
- Outcome # 4. Understand the principles of food sciences, food technology, and nutrition and their relationships to growth, development, health, and wellness: applies this understanding to support informed decision-making that promotes good health: and understands career opportunities in Nutrition, wellness, and food science.
  - Enhance existing teaching strategies to include 3 methods of teaching in a personalized manner with management components. Grant has been funded.
- Outcome # 5. Increase the students, knowledge and understanding of trends in consumer practices, the practical application of foodservice in commercial and noncommercial food industry including hospital foodservice, and

lodging/hospitality industries, as well as expose students to various career opportunities in these industries.

- An area that would improve the expected outcomes of the program is one that would incorporate more problem solving assignments through case studies. In our weekly faculty meeting we will discuss plans to include class activities such as case studies, debates, fieldtrips, student conducted surveys of consumer practices in the food, lodging and hospitality industries.
- Outcome # 6. Students who graduate with a baccalaureate degree in Family and Community Sciences will demonstrate an understanding of consumer practices, consumer responsibilities, and resource management process; how these affect and are applied to personal, family, and work life, and career opportunities in consumer and resource management.
  - Continue current teaching strategies.
- Outcome # 7. Understands the design, production, marketing, consumption, and maintenance of textile and apparel products, and understands career opportunities in the textiles and apparel industries.
  - The assessment of the Program Learning Outcomes revealed strengths and weaknesses. 70% of students met expectation when identifying technology and critical thinking skills, problems solving and oral and written skills.
- Outcome # 8. Understands the design, production, marketing, consumption, and maintenance of textile and apparel products, and understands career opportunities in the textiles and apparel industries.
  - There will be a continuation of incorporating analytical and problem solving techniques along with more research to include writing skills using technology oriented materials.

**2008-2009 Results Data  
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College/School or Administrative Unit **CAHS – Animal Science Degree Program**

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

**1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**

- **Outcome 1: Students receiving the Master of Science degree in Animal Science will acquire the ability to identify problems relevant to the needs of the producer, processor, and consumer.**
  - **In the period of assessment (2000-08) enrollment has increased by 100%. Students are able to design a research project. Graduate students are engaged in research data collection.**
- **Outcome 2: Our graduate students have acquired the ability to design and conduct scientific experiments to solve problems.**
  - **Data show that 50% of the students attended a professional meeting in soils. At least 80% of the students were able to design and implement their research project. At least 80% of the majors learned how to collect data.**
- **Outcome 3: Our graduate students have acquired the ability to communicate effectively in an oral and written manner in thesis preparation and presentations.**
  - **Student thesis arrangement and presentations. Continue their education that leads towards a Ph.D. or DVM degree. Students are involved in publications, and presentation.**

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**
- **Outcome 1: Students receiving the Master of Science degree in Animal Science will acquire the ability to identify problems relevant to the needs of the producer, processor, and consumer.**
    - **Students' success data are used for recruitment and retention. Provides data for presentations at symposium.**
  - **Outcome 2: Our graduate students have acquired the ability to design and conduct scientific experiments to solve problems.**
    - **The information allowed the faculty to assist the students in course selection. Data collected are applied to their thesis preparation. Information collected is used by the faculty and student presentations at scientific meetings.**
  - **Outcome 3: Our graduate students have acquired the ability to communicate effectively in an oral and written manner in thesis preparation and presentations.**
    - **The graduate students are able to satisfactorily complete a thesis for their degree. At least one student from the program each year advances their career leading towards the Ph.D. or DVM degree. At least one student from the program attends a scientific meeting.**

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College/School or Administrative Unit **CAHS – Soil Science Degree Program**

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

**1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**

- **Outcome 1: Graduates will acquire the knowledge to demonstrate proficiency at the advanced level to assess problems associated with soil quality and classification as it relates to plant growth.**
  - **The results show that at least 80% of the students have satisfied the required GPA for acceptance. 80% of the students have selected an advisor by the end of the first semester. At least 80% of the students receive a degree plan.**
- **Outcome 2: Graduate students in the Soils Science program will learn how to design and conduct scientific experiments to solve problems related to soils and environment.**
  - **Data show that 50% of the students attended a professional meeting in soils. At least 80% of the students were able to design and implement their research project. At least 80% of the majors learned how to collect data.**
- **Outcome 3: Students completing the program have acquired the knowledge to communicate effectively in an oral and written manner in thesis preparation.**
  - **At least 50% of the students completed their thesis. At least 60% of the students improved their writing skills as shown by the presentation of their thesis. At least 50% of the majors had some form of interaction with a professional in the field of interest.**

**2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**

- **Outcome 1: Graduates will acquire the knowledge to demonstrate proficiency at the advanced level to assess problems associated with soil quality and classification as it relates to plant growth.**
  - **Data are used to advise students on research topics. Data are used to place students with advisors to meet their interests. Data are used for faculty to update the appropriate students' degree plan.**
- **Outcome 2: Graduate students in the Soils Science program will learn how to design and conduct scientific experiments to solve problems related to soils and environment.**
  - **The information allowed the faculty to assist the students in course selection. Data collected are applied to their thesis preparation. Information collected are used by the faculty and student presentations at scientific meetings.**
- **Outcome 3: Students completing the program have acquired the knowledge to communicate effectively in an oral and written manner in thesis preparation.**
  - **The results are used to help in the formulation of a thesis. Satisfying the requirements of the Masters degree.**

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College/School or Administrative Unit- **CAHS - Human Nutrition and Food Program**

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

**1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**

- **Student learning in communication skills using various nutrition tools.**
  - Communication skills on oral presentations and material developed using nutrition standards and tools were scored using a check list developed by faculty. 81 projects were reviewed and scored by the check list. Results indicated that standard language related to assignments were not consistently applied..
- **Student learning in application of biochemical and microbiological consideration to various process controls in Nutrition.**
  - An average of 76% of majors applied relevant biochemical data in describing and deciphering disease states and answering essay questions on microbiological and chemical consideration in food.
- **Student learning on the effects of social/behavior sciences on nutritional status of citizen.**
  - An average of 81 students were able to satisfactory evaluate the effects of social and or behavioral sciences on the nutritional status of citizens. 89 embedded projects were evaluated by faculty.
- **Students learning in basic research skills in nutrition and reliable areas.**
  - An average of 89% of Nutrition major met expectations in community assessment and basic research projects.
- **Student learning in food service operations.**
  - 85% of majors met expectations in planning, procuring, food perpetrations and Hazardous Analysis and Critical Control Point projects. 69 projects were reviewed by faculty.

- **Student learning is identifying the role of nutrition and food in health and disease status.**
  - An average of 89% of majors were evaluated satisfactory in identifying the role of nutrition and food in health and disease status. 73 student evaluations were done.
- **Student learning in the application of management principles in related nutrition areas.**
  - An average of 68% major achieved program expectation in management skills. 29 students were evaluated.
- **Student learning in translating health care system concepts.**
  - 73% of majors were evaluated satisfactory on a field study projects interpreting a local health care delivery system. 27 projects were evaluated.

## **2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**

- **Student learning in communication skills using various nutrition tools**
  - Faculty will convert check list used to evaluate students' projects to a Rubric that reflects standard language related to the required competences. This will reinforce consistent use of standard language.
- **Student learning in application of biochemical and microbiological consideration various processes controls in nutrition.**
  - Reinforced continuation of current procedures and increase incorporation of additional lab and related learning experiences to improve the opportunities for concept exposure and acquisition.
- **Student learning on the effects of social behavior**
  - Faculty determined that a more direct assignment/project would provide better evaluation of the competency. Therefore, faculty modified student project requirements to include more specific activities related to the cause and effect of various behaviors as related to food intake.
- **Students learning in basic research skills in nutrition and reliable areas.**
  - Continue to incorporate other learning activities that will improve basic research competencies as well as improve their comprehension, application, and problem solving skills.

- **Student learning in food service operations.**
  - Continue to incorporate additional lab and learning experiences to improve the opportunities for exposure to updated equipment, planning, procurement, and problem solving skills. Program faculty reviewed the number of students who had taken the prerequisite for the class and found that only 21% of the students took the appropriate prerequisite course prior to enrolling in HUNF 2663 Food System Management. The low frequency of students taking the prerequisite course is a major contributor to the reason that students struggled with most of the assignments in all areas. Therefore, program faculty will stress consistency in course offerings to help ensure prerequisite course is offered in the proper sequence to help ensure compliance with students taking the prerequisite course as recommended in advising.
  
- **Student learning in identifying the role of nutrition and food in health and disease status.**
  - Continue to incorporate other learning activities that will improve competencies as well as improve students screening, assessment, application, and problem solving skills. Revise curriculum to include the recent Nutrition Care Process (NCP). As a result of students exceeding expectations, faculty will continue teaching strategies
  
- **Student learning in the application of management principles in related nutrition areas.**
  - Faculty will incorporate additional learning activities in these areas. These competences are included in the curriculum; however students need to have better knowledge and understanding of these concepts. Students will continue to take major courses in the College of Business. Nutrition Faculty will stress prerequisites to main courses as outlined in curriculum with no substitutions.
  
- **Student learning in translating health care system concepts.**
  - Upon review of results, a revision of project instructions was done for clarity of student expectations. Faculty have incorporated additional information and assignments on these topics in the Community Nutrition course assignments that reflect policies and reimbursement issues and they are also being incorporated in the capstone “Special Topic” course.

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College/School or Administrative Unit- **CAHS – Dietetics Internship Program**

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

**1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service deliver.**

- **Outcome 1. Students completing the program will demonstrate the ability to communicate effectively with clients and peers.**
  - A total of 72 major communication projects were evaluated. Results showed that all students (100%) received at least a 'satisfactory' response from preceptors.
- **Outcome 2. Students completing the program will be able to provide comprehensive nutrition care based on accurate nutrition assessment and planning.**
  - All students (100%) scored at least 80 % on the medical nutrition therapy comprehensive examination by the end of the internship program.
- **Outcome 3. Students will be able to perform nutrition care in a variety of setting to include the community, long term and acute care.**
  - All (100%) students were not successful on the rotation exams at the first attempt.
- **Outcome 4. Graduates of the program will model professional skills, behavior and ethical practice and the ability to collaborate and work with others.**
  - 85% of the students were in compliance.
- **Outcome 5. Students will demonstrate the skills necessary to manage appropriate settings.**
  - All students completing the rotation were rated as acceptable.

**2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**

- **Outcome 1. Students completing the program will demonstrate the ability to communicate effectively with clients and peers.**
  - Continue to incorporate similar assignments and presentations in HUSC 5336, 5336, 5353 and 5363. Faculty and preceptor meet throughout the semester to review or change assignments as needed to keep students current in their practice area.
  
- **Outcome 2. Students completing the program will be able to provide comprehensive nutrition care based on accurate nutrition assessment and planning.**
  - Although students were successful on this exam, they had to retake the exam numerous times before being successful. The results were used as a guide to identify weak areas in the curriculum. Faculty was then able to incorporate added information and learning experiences needed to reinforce student learning.
  
- **Outcome 3. Students will be able to perform nutrition care in a variety of setting to include the community, long term and acute care.**
  - Review sessions were conducted by faculty and students failing the exam had repeat testing from the failed domain.
  
- **Outcome 4. Graduates of the program will model professional skills, behavior and ethical practice and the ability to collaborate and work with others.**
  - The student not in compliance was given the opportunity to conform to the code of ethics. After failing to do so the student was removed from the program.
  
- **Outcome 5. Students will demonstrate the skills necessary to manage appropriate settings.**
  - Although all students were successful, the requirements for fulfilling this rotation were reorganized to better meet the needs of the students and facilities.

**2008-2009 Results Data  
Request for information – Due August 31, 2009**

College/School or Administrative Unit **CAHS - Agriculture Degree Program**

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

**1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?**

- Outcome # 1. Students demonstrate knowledge of production, processing and marketing of agricultural products:
  - The results show that 65.3% of the students are able to identify problems related to the food and agricultural sciences.
- Outcome # 2. Students have the ability to recommend solutions to problems affecting food and agricultural sciences.
  - The results show that 70% of the students are able to distinguish local issues from national or global issues in the food and agricultural sciences.
- Outcome # 3. Students have acquired the skills to communicate in a written and oral manner about issues related to food and agricultural sciences.
  - 60% are able to communicate satisfactorily on the diagnostic test in communication, both written and oral in the food and agricultural sciences. 80% of the students are successful in preparing presentations.

2. **How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**
- Outcome # 1. Students demonstrate knowledge of production, processing and marketing of agricultural products:
    - The faculty reviewed test scores to determine area of weakness and strength among the lower classified students, to improve the learning process of the students. The syllabi were re-examined for adjustments to maintain and improve student test scores.
  - Outcome # 2. Students have the ability to recommend solutions to problems affecting food and agricultural sciences.
    - The faculty recognized the need to improve the student's mid-term grades. Lectures given are on schedule to maintain student interest. The results allow faculty to engage in syllabus modification to improve the quality of the lectures. Changing lecture presentations, using Power Point, to maintain student interest.
  - Outcome # 3. Students have acquired the skills to communicate in a written and oral manner about issues related to food and agricultural sciences.
    - The results are used to determine the ability of the students in collecting and reporting research facts.

**2008-2009 Results Data  
Request for information – Due August 31, 2009**

College/School or Administrative Unit- **CAHS - Human Sciences Program**

Using data from your college/school or administrative unit's assessments (surveys, interviews, focus groups, tests, etc.) conducted during the 2008-2009 academic year; please provide the information as requested below. Complete for each objective and/or outcome. Examples are provided on page 2.

**1. What does your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service deliver.**

- **Outcome 1: Demonstrate theoretical and experiential understandings development, individual and marriage and family counseling theories, group counseling, and special areas methods and skills.**
  - The majority of the classes had overall averages of 3.0 or higher.
- **Outcome 2: Demonstrate an understanding of effective and dysfunctional human behavior.**
  - The majority of the classes had overall averages of 3.0 or higher.
- **Outcome 3: Demonstrate an understanding of the nature and needs of individuals at all developmental levels.**
  - The majority of the classes had overall averages of 3.0 or higher.
- **Outcome 4: Demonstrate an understanding of individual, marriage, family and group approaches to assessment and evaluation.**
  - The majority of the classes had overall averages of 3.0 or higher.
- **Outcome 5: Demonstrate an understanding of aspects of professional functioning.**
  - The majority of the classes had overall averages of 3.0 or higher.
- **Outcome 6: Demonstrate an understanding of counseling and consultation processes.**
  - The majority of the classes had overall averages of 3.0 or higher.
- **Outcome 7: Demonstrate an understanding of research methods, statistical analysis, needs assessment.**
  - 73% of majors were evaluated satisfactory on a field study projects interpreting a local health care delivery system. 27 projects were evaluated.

**2. How will the assessment data (surveys, interviews, focus groups, etc.) be used to improve student learning and/or service delivery.**

- **Outcome 1: Demonstrate theoretical and experiential understandings development, individual and marriage and family counseling theories, group counseling, and special areas methods and skills.**
  - Faculty will continue to stress the application of clinical theory and techniques applications. To develop better measurement through the development of a comprehensive exam or capstone course. To extend the program to meet the state requirements of licensure to a 48 hr. degree..
- **Outcome 2: Demonstrate an understanding of effective and dysfunctional human behavior.**
  - Continue to stress the role of effective and dysfunctional human behavior in a person's life.. To develop better measurement through the development of a comprehensive exam or capstone course. To extend the program to meet the state requirements of licensure to a 48 hr. degree.
- **Outcome 3: Demonstrate an understanding of the nature and needs of individuals at all developmental levels.**
  - Continue to stress understanding the nature of needs of individuals at all developmental levels. To develop better measurement through the development of a comprehensive exam or capstone course. To extend the program to meet the state requirements of licensure to a 48 hr. degree.
- **Outcome 4: Demonstrate an understanding of individual, marriage, family and group approaches to assessment and evaluation.**
  - Continue to stress understanding individual, marriage, family and group approaches to assessment and evaluation. To extend the program to meet the state requirements of licensure to a 48 hr. degree.
- **Outcome 5: Demonstrate an understanding of aspects of professional functioning.**
  - Demonstrate and continue to stress aspects of professional functioning. To extend the program to meet the state requirements of licensure to a 48 hr. degree.
- **Outcome 6: Demonstrate an understanding of counseling and consultation processes.**
  - Demonstrate and continue to stress effective counseling and consultation processes. To extend the program to meet the state requirements of licensure to a 48 hr. degree.
- **Outcome 7: Demonstrate an understanding of research methods, statistical analysis, needs assessment.**

- Demonstrate and continue to stress good research methods, statistical analysis, needs assessment. To extend the program to meet the state requirements of licensure to a 48 hr. degree.