TEXAS TECH UNIVERSITY
Graduate School™

Graduate Program Review

2001-2007

Department of
Human Development and Family Studies

Anisa Zvonkovic, Chair
Michael McCarty, HDFS Graduate Program Director

College of
Human Sciences

Linda Hoover, Dean

November 2008

PROGRAM REVIEW OUTLINE
Human Development and Family Studies

I. Program Overview – A one to two-page summary of department's vision and goals.
DEPARTMENT WRITES

II. Graduate Curricula and Degree Programs
- A. Scope of programs within the department
  DEPARTMENT WRITES
- B. Number and types of degrees awarded
  - Degrees Awarded – Academic Year (chart)
  - Total Degrees Awarded – Academic Year (chart)
  - Comparison of Degrees Awarded – Fall Data (Peer info table)
  - Program Degrees Awarded (table)
- C. Undergraduate and Graduate semester credit hours
  - Semester Credit Hours – Academic Year (chart)
  - SCH compared to Budget - Academic Year (chart)
- D. Number of majors in the department
  - Enrollment by Level – Fall Data (chart)
  - Total Enrollment by Year – Fall Data (chart)
  - Comparison of Enrollment – Fall Data (Peer info table)
  - Program Enrollment (table)
- E. Course offerings and their enrollments over the past six years (enrollment trends by course)
  - Course Enrollments by Academic Year (table)
- F. Courses cross listed *DEPARTMENT WRITES* (UG and Grad – need syllabus for both ug and grad individual courses)

III. Faculty
- A. Number, rank and demographics of the faculty (tenured and tenure track), GPTI's and TA's
  - Teaching Resources (chart)
  - Tenured and Tenure-Track by Rank - Fall Data (chart)
  - Comparison of Full-time Faculty (Peer info table)
- B. List of faculty members (graduate and non-graduate) (table)
  DEPARTMENT COMPLETES
- C. Summary of the number of refereed publications and creative activities (table)
  DEPARTMENT WRITES
- D. Responsibilities and leadership in professional societies
  - Professional Leadership (table) *DEPARTMENT WRITES*
  - Committee service (table) *DEPARTMENT WRITES*
- E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)
  - Faculty Workload (table) *DEPARTMENT COMPLETES*
  - College SCH/FTE – Fall Data (chart)
  - Department SCH/FTE – Fall Data (chart)

IV. Graduate Students

A. Demographics of applicants and enrolled students
   - Graduate Student Summary by Category – AY (chart)
   - Graduate Student Summary by Year – AY (chart)
   - Graduate Applicants by Region – Fall/Summer Data (chart)
   - Graduate Applicants - Fall Data (table)
   - Admitted Graduate Students - Fall Data (table)
   - Enrolled New Graduate Students - Fall Data (table)
   - Demographics of Enrolled Graduate Students - Fall Data (table)
   - Demographics of Enrolled Undergraduate Students - Fall Data (table)

B. Test scores (GRE, GMAT or TOEFL) of enrolled students
   - Average GRE Scores for Enrolled Graduate Students – Fall Data (chart)

C. GPA of new students
   - New Graduate Students GPA by Level – Fall Data (chart)

D. Time to Degree in Years (chart)

E. Provide a breakdown of how many enrolled graduate students are RA's. TA's or GPTI's

F. Initial position and place of employment of graduates over the past 6 years (table)
   DEPARTMENT COMPLETES

G. Type of financial support available for graduate students.
   DEPARTMENT WRITES

H. Number of students who have received national and university fellowships, scholarships and other awards
   - fellowships awarded (table) *DEPARTMENT ADDS TO*

I. Percentage (%) of full time students receiving financial support – percentage of FTS (≥ 18 SCH) with support / the number of FTS - *DEPARTMENT WRITES*

J. Average financial support provided – the average financial support provided per full-time graduate student (including tuition rebate) including research assistantships, teaching assistantships, fellowships, tuition, benefits, etc. that is out-of-pocket. --
   DEPARTMENT WRITES

K. Graduate Student Publications and Creative Activities (table) – rolling three year average of the number of discipline-related refereed papers/publication, juried creative/performance accomplishments, book chapters, books, and external presentations per year per student.
   DEPARTMENT COMPLETES

L. Programs for mentoring and professional preparation of graduate students.
   DEPARTMENT WRITES

M. Department efforts to retain students and graduation rates
   DEPARTMENT WRITES

N. Percentage of Full Time students – Rolling three-year average of the FTS (≥ 9 SCH) / number student enrolled – Fall data - *DEPARTMENT WRITES*

O. Student–Core Faculty Ratio (rolling 3 YR average of full time student equivalent (FTSE)/rolling) Fall Data – *DEPARTMENT WRITES*

V. Department

A. Department operating expenses
   - Department Operating Cost - Academic Year (chart)
   - Department Operating Cost as a Fraction of Employees - (table)

   DEPARTMENT COMPLETES

B. Summary of Proposals (Submitted)
   - Summary of Number of Proposals Written and Accepted (table)

   DEPARTMENT COMPLETES

C. External Research expenditures
   - Summary of Faculty Awards (table)
   - Research Expenditures (chart)
   - Peer Institution Info (if available) (table)

D. Internal funding
   - Source of Internal Funds (TTU) - (table)

   DEPARTMENT COMPLETES

E. Scholarships and endowments

   DEPARTMENT WRITES

F. Departmental resources for research and teaching (i.e. classroom space, lab facilities) - (table)

   DEPARTMENT COMPLETES

G. HEAF expenditures (table)

   DEPARTMENT COMPLETES

H. External Program Accreditation – Name of body and date of last program accreditation review including description of body and accreditation specifics. – *DEPARTMENT COMPLETES*

VI. Conclusions – a one- to two-page summary of the observed deficiencies and needs identified by your review. Highlight areas of greatest need and areas of significant contributions.

DEPARTMENT WRITES

VII. Appendices – should include, but not be limited to, the following:

Table of Contents

A. Strategic plan
   - Attachment from Strategic Planning website

B. Course Offerings (table)

   DEPARTMENT COMPLETES

C. Recruiting Materials

   DEPARTMENT WRITES/SUPPLIES COPIES

D. Graduate Student Handbook

   DEPARTMENT WRITES/SUPPLIES COPIES

E. Graduate Student Association(s) - Description and information

   DEPARTMENT WRITES

F. Graduate Faculty Information (current Confirmation/Reconfirmation forms for all tenured and tenure-track faculty)

   DEPARTMENT ATTACHES COPIES

I. Program Overview

The Department of Human Development and Family Studies (HDFS) is one of four departments in the College of Human Sciences (COHS) at Texas Tech University. The department has offered the M.S. and the Ph.D. degrees since the 1970s. The department assumed its current format in the Fall of 2005, following a reorganization of COHS when the Marriage and Family Therapy (MFT) program was detached from HDFS and placed in a different department. Hence, MFT data may be included in the early years on some of the charts.

The mission statement states that HDFS is a multidisciplinary department that applies contextual and systemic frameworks to the study of individual development and relationship processes across the life span through research, teaching, and service.

Vision Statement

The HDFS department will:

- Be a department of nationally known scholars and educators in the core discipline of HDFS;
- Integrate diversity into every aspect of the department including faculty, students, curriculum, and research;
- Create and maintain nationally-recognized programs in the core discipline;
- Publish and disseminate exceptional research in each program;
- Promote the optimal growth and development of individuals and families;
- Provide meaningful outreach and service to our surrounding community; and
- Develop socially responsible students who can apply their substantive knowledge and critical thinking skills to their own lives, to the profession, and to the wider community.

Faculty research interests in the department are broad, creating many areas in which graduate students may specialize. Research on individual development includes people across the lifespan as well as within multiple domains of development (e.g., social, emotional, and cognitive). A special emphasis is placed on exploring development in context (e.g., cultural, ecological), and on understanding developmental problems and solutions. Relationship process research includes inter-generational family relationships (ranging from infant-parent dyads to adult children and their elderly parents), close relationships (e.g., intimate and marital relationships), social interactions, and family issues (e.g., impact of work and stress on families). The department also specializes in research on theory, statistical methods and analyses, Hispanic and other ethnic studies, and issues particular to rural populations.

The department offers Master's and Doctoral degrees in Human Development and Family Studies. The focus of the graduate programs in the department has been research-oriented, and these degrees require a thesis and dissertation, respectively. The department also offers a master's degree and a graduate certificate in gerontology through its membership in the Great Plains Interactive Distance Education Alliance (Great Plains IDEA: see http://www.gpidea.org/ or http://www.depts.ttu.edu/hs/gpidea/#Gerontology), a multiple-university association with

online graduate programs. The department has a large undergraduate program, offering degrees in Human Development and Family Studies (HDFS) and Early Childhood (EC). Other programs associated with the department include the Early Head Start (EHS) Program which is housed off-campus in East Lubbock, the Child Development Research Center (CDRC) which is located adjacent to the Human Sciences building, the Institute of Child and Family Studies (ICFS) located within the Human Sciences building, and the Neuroimaging, Cognition and Engineering (NICE) Lab, currently located within Covenant Hospital.

The department structure consists of an Executive Committee, including the Department Chair, Graduate Program Director, Associate Chair, and Early Childhood Program Director. This group is charged with overseeing the administration of departmental policy and the conduct of the graduate and undergraduate program housed within the department. This group coordinates course scheduling, assistantship awards, scholarship awards, and other responsibilities. As a unit that values graduate education and research, the HDFS department devotes resources to the graduate program by providing an administrative stipend and course release for the Graduate Program Director, and by hiring a half-time staff person (the Graduate Program Secretary). There are 4 other staff positions associated with the HDFS department.

II. Graduate Curricula and Degree Programs

A. Scope of programs within the department

Faculty Research Interests

The department offers a Master's degree and a Doctoral degree in HDFS. These degrees are designed to prepare students for careers as university faculty, medical school faculty, researchers, and human service providers. Faculty research interests in the department are broad and multidisciplinary; they can be organized to fit within several overlapping themes. The diversity of faculty research creates many areas in which graduate students may specialize. Table 2.1 below describes faculty research interests within the areas of individual development, relationship processes, and other domains. The type of research that occurs within each area is listed along with the names of faculty members involved in the work.

TABLE 2.1: FACULTY RESEARCH INTERESTS

INDIVIDUAL DEVELOPMENT

Development in Context
Including Biological, Cultural, Ecological, Environmental
Faculty: Behrens, Bell, Caldera, Fitzpatrick, Hart, Kulkofsky, McCarty, Mulsow, Niehuis, O'Boyle, Scott, Sharp, Sorell, Trejos, Wherry, Zvonkovic

Social and Emotional Development
Including Attachment, Identity, Jealousy, Love, Stress
Faculty: Behrens, Caldera, Colwell, Hart, Kulkofsky

Cognitive Development
Including Attention/Executive, Brain Development, Memory, Thinking Skills
Faculty: Kulkofsky, McCarty, Mulsow, O'Boyle, Wherry

Age Groups
Including Infancy & Childhood, Adolescence & Early Adulthood, Middle Adulthood & Late Adulthood
Faculty: Bell, Caldera, Colwell, Cong, Feng, Fischer, Hart, Kulkofsky, McCarty, Mulsow, O'Boyle, Reifman, Scott, Sorell, Trejos

Life Transitions
Including Adulthood, Marriage, Parenthood, End-of-Life
Faculty: Crawford, Fischer, Fitzpatrick, Niehuis, Reifman, Scott, Sharp

Developmental Problems and Solutions
Including Abuse, Risk-Taking, Addiction, Internalizing Behaviors/Symptoms, Evaluation & Intervention, Outreach & Prevention, ADHD, Autism
Faculty: Bell, Cong, Feng, Fischer, Hart, Mulsow, O'Boyle, Reifman, Trejos, Wherry

RELATIONSHIP PROCESSES

Intergenerational Family Relationships
Including Parent-Infant, Parent-Child, Elderly Parent-Adult Child
Faculty: Behrens, Caldera, Colwell, Cong, Feng, Hart

Family Studies
Including Work & Family, Family Stress
Faculty: Crawford, Fischer, Fitzpatrick, Mulsow, Zvonkovic

Close Relationships
Including Marital, Intimate, Companionship
Faculty: Crawford, Feng, Fitzpatrick, Niehuis, Sharp, Zvonkovic

Social Relationships
Including Para-Social Relationships, Social Support, Social Networks
Faculty: Cong, Feng, Fischer, Fitzpatrick, Reifman, Scott

OTHER DOMAINS

Research Methods and Analysis
Including Qualitative Research, Quantitative Research & Statistics
Faculty: Bell, Feng, Reifman, Sharp, Zvonkovic

Theoretical Issues
Including Feminist Perspective
Faculty: Bell, Fitzpatrick, Sharp, Sorell, Zvonkovic

Issues Among Rural Peoples and Ethnic studies
Faculty: Caldera, Cong, Feng, Scott, Trejos, Wherry

Curriculum

Students in the Master's degree program take two theories courses (Theories of Human Development and Family Theories), Research Methods, an introduction to statistics, and a colloquium in HDFS. All students are required to complete a research-based Thesis. Beyond these requirements, about half of the hours in the program are electives, so students may tailor the program to their own needs and interests.

Students in the Doctoral program also complete the Master's program requirements. In recognition of the methodological and statistical sophistication of the field, they must take three additional quantitative statistics courses and a qualitative methods course. In recognition of a likely future career as college faculty, they spend two semesters in a college teaching practicum. Students are also required to take the lead on a research

project prior to becoming a doctoral candidate (i.e., the 7000 project), and to complete a dissertation. Nearly half of the hours in the doctoral program (i.e., 39 of 84 hours) are electives, so that students may define their own area of specialization. At least 9 courses must be related to their specialization, and up to 5 courses may be taken outside of the HDFS department.

Noteworthy features of many graduate students' degree programs include:

- Practicum: All doctoral students register for teaching practicum (HDFS 5101) , the successful completion of which is required before doctoral students can teach for HDFS. Teaching practicum provides strong mentorship to emerging instructors.
- CFLE: Our graduate program provides most of the core competencies required for Certified Family Life Education (CFLE), and several graduate students have pursued this certification.
- Risk-taking: This is a minor offered through the department.
- Women's Studies: Many graduate students pursue a certificate or minor in Women's Studies.

Great Plains IDEA M.S. & Certificate Program in Gerontology

The HDFS department is a member of the Great Plains Interactive Distance Education Alliance (Great Plains IDEA), a multiple-university association with online graduate programs. Through this organization, the department offers a master's degree and a graduate certificate in Gerontology. The universities that are part of the Gerontology program include Iowa State, Kansas State, North Dakota, Oklahoma State, and Texas Tech. This program is designed to prepare professionals who are either working directly with older people or are involved in education and research related to aging adults.

The primary objectives of this program are:

- to provide distance education to a wide spectrum of potential and current professionals in the field of gerontology;
- to integrate and maximize resources within and across institutions participating in Great Plains IDEA;
- and to advance the research and graduate education in aging so that competent, well-educated professionals serve older citizens.

Texas Tech began teaching as part of the Great Plains IDEA program in 2005. Tech accepted its first student into the program in 2006, and accepted 7 students in 2007. For the program as a whole, the number of students has grown from 13 in 2003 to 61 in 2008. No MS degree has yet been conferred through Texas Tech University associated with this program. However, the consortium has granted degrees from other universities and the first course offered through Texas Tech in the Gerontology program (HDFS 6390 in 2005) had a healthy enrollment of 25 students.

Notes

The data supplied to HDFS by Institutional Research & Information Management do not always match the data generated by the department. For example, the HDFS department has 2 undergraduate majors; the supplied data include the HDFS major only, not the Early Childhood (EC) program majors. Also, all Great Plains IDEA data are missing, so these data will be supplied by our own records.

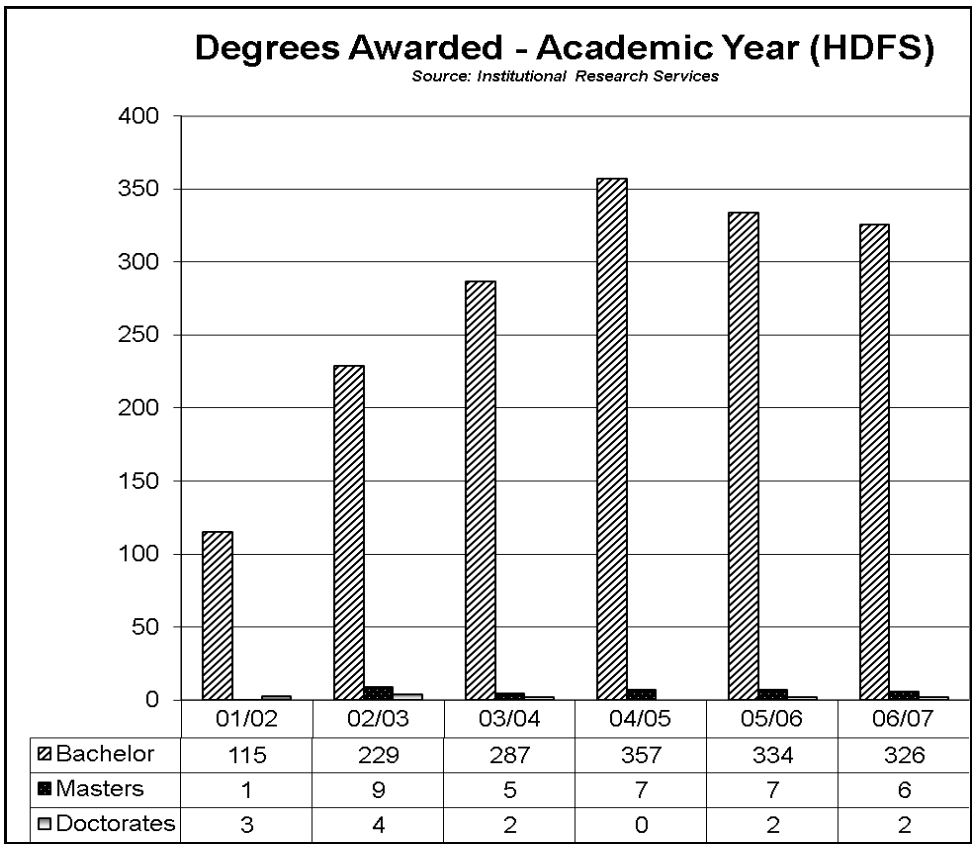
The plan to address these discrepancies is to begin each section with a brief narrative to focus the reader's attention, followed by data generated by the HDFS department, as necessary, followed by data provided by Institutional Research & Information Management (IRIM).

B. Number and types of degrees awarded

At the undergraduate level, the department offers 2 degrees: Human Development (HDFS) and Early Childhood (EC). HDFS and EC are two of the largest majors on the TTU campus; in fall 2007, each of these majors ranked in the top 7 popular majors on campus. The EC degrees awarded are not included in the Institutional Research & Informational Management (IRIM) data, but are listed below. Also, MFT was part of the department for the first 3 years of this review, but graduate degrees from this program are not included in the IRIM data. Those additional degrees are listed below, in Table 2.2.

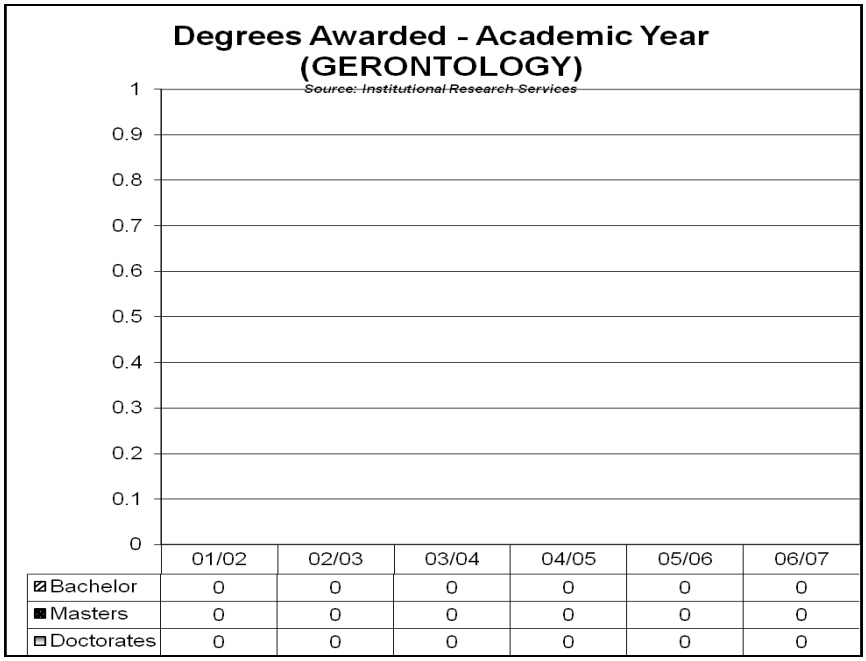
Table 2.2: Degrees Awarded in HDFS Department

	01/02	02/03	03/04	04/05	05/06	06/07
HDFS Bachelor	115	229	287	357	334	326
EC Bachelor	193	127	143	151	118	141
Total Bachelor	308	356	430	508	452	467
HDFS Masters	1	9	5	7	7	6
MFT Masters	3	3	5	-	-	-
GP-IDEA	-	-	-	-	0	0
Total Masters	4	12	10	7	7	6
HDFS Doctoral	3	4	2	0	2	2
MFT Doctoral	4	4	6	-	-	-
Total Doctoral	7	8	8	0	2	2



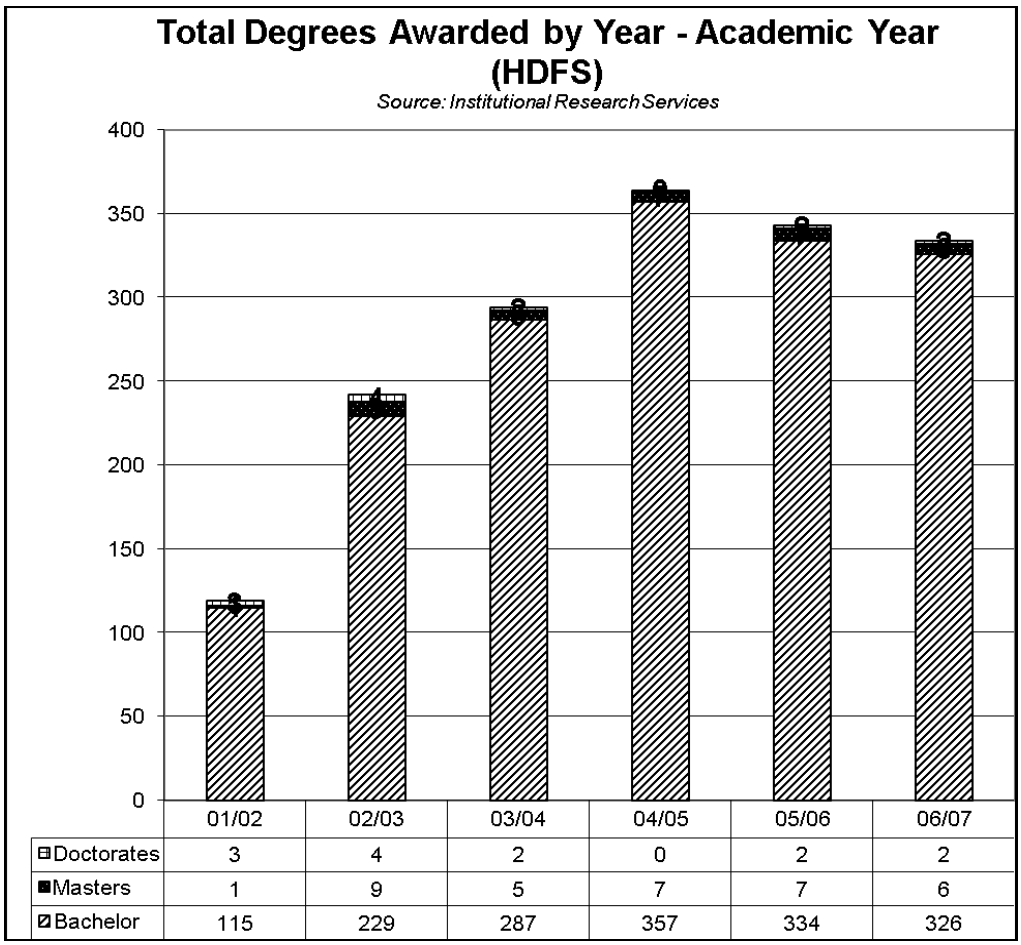
	01/02	02/03	03/04	04/05	05/06	06/07
Bachelor	115	229	287	357	334	326
Masters	1	9	5	7	7	6
Doctorates	3	4	2	0	2	2

Note: Chart from Institutional Research & Information Management includes only HDFS Bachelor degree, not EC degree.



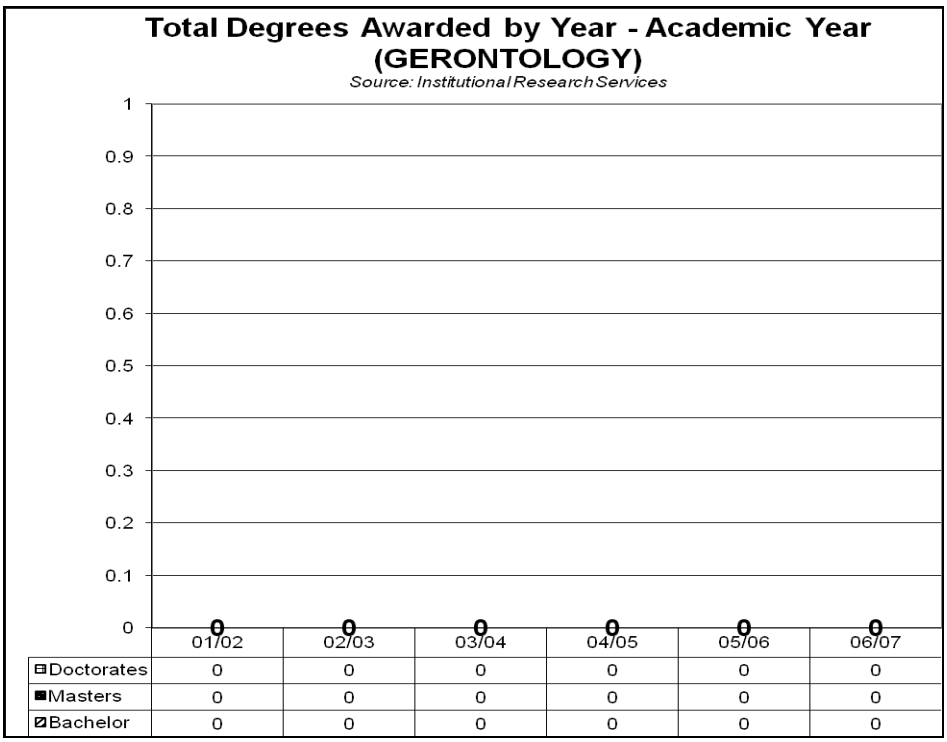
	01/02	02/03	03/04	04/05	05/06	06/07
Bachelor	0	0	0	0	0	0
Masters	0	0	0	0	0	0
Doctorates	0	0	0	0	0	0

Note: Gerontology program is an online M.S. program only; the first student did not enroll until 2006.



	01/02	02/03	03/04	04/05	05/06	06/07
Doctorates	3	4	2	0	2	2
Masters	1	9	5	7	7	6
Bachelor	115	229	287	357	334	326

Note: Chart from Institutional Research & Information Management includes only HDFS Bachelor degree, not EC degree.



Note: Gerontology program is an online M.S. program only; not offered until 2005.

Table 2.3: Program Degrees Awarded – Grad Programs Only & Comparisons

Source: Institutional Research Services

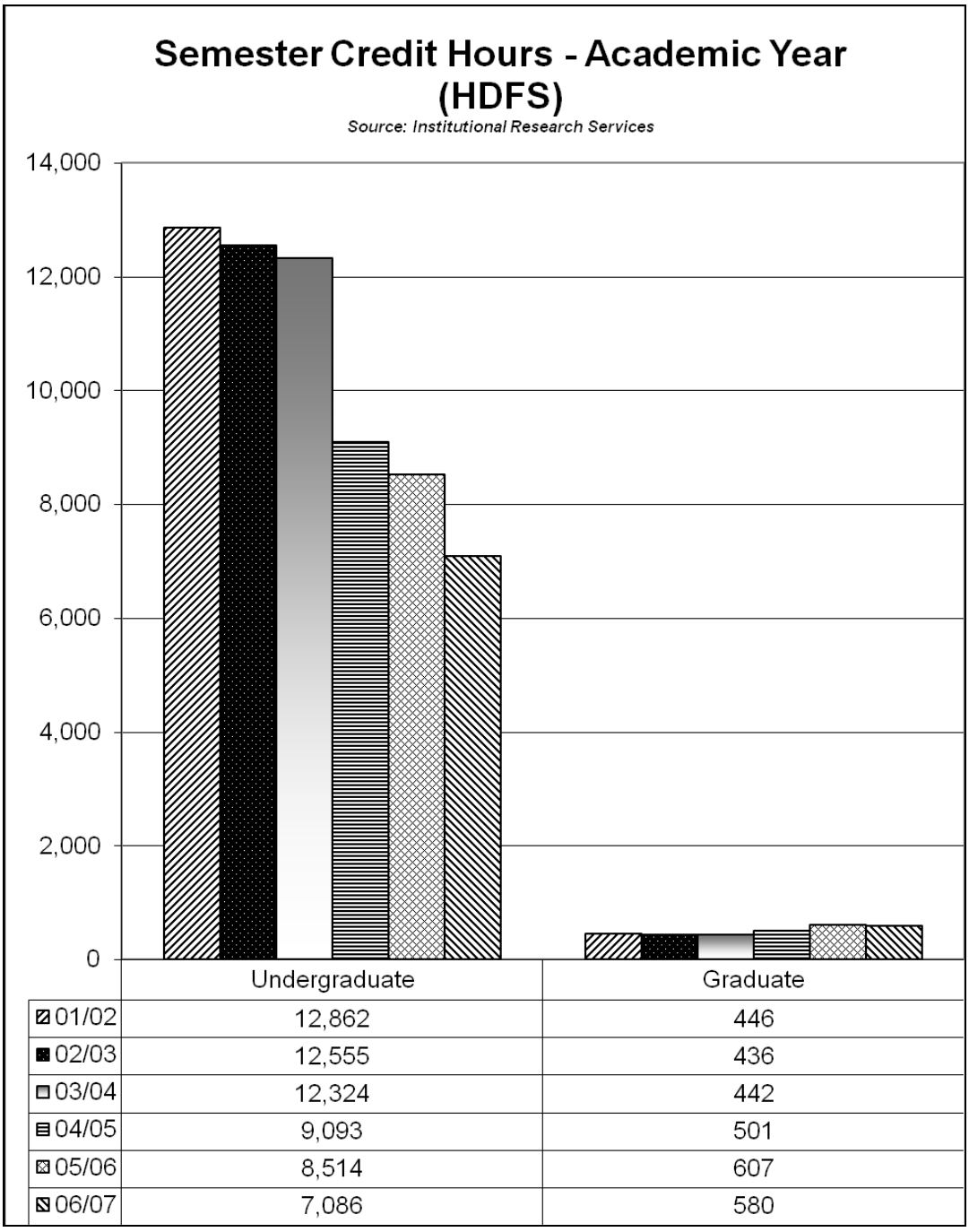
Name of Program	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
HDFS	4	13	7	7	9	8
Gerontology	0	0	0	0	0	0

Note: Gerontology program is an online M.S. program only; not offered until 2005.

Comparison of Degrees Awarded - Fall Data	01/02	02/03	03/04	04/05	05/06	06/07
University of Illinois						
Bachelor	90	108	102	73	93	88
Master	26	16	19	14	13	22
Doctoral	5	2	3	5	3	8
Ohio State University						
Bachelor*						
Master	15	21	18	4	4	6
Doctoral	7	10	1	7	3	9
Texas Tech (IRIM generated data)						
Bachelor	115	229	287	357	334	326
Master	1	9	5	7	7	6
Doctoral	3	4	2	0	2	2
Texas Tech (Updated to include all majors in dept)						
Bachelor	308	356	430	508	452	467
Master	4	12	10	7	7	6
Doctoral	7	8	8	0	2	2

* Note: Ohio State University does have an undergraduate degree program as shown in the enrollment data later in this chapter. Comparator data generated through the Graduate School.

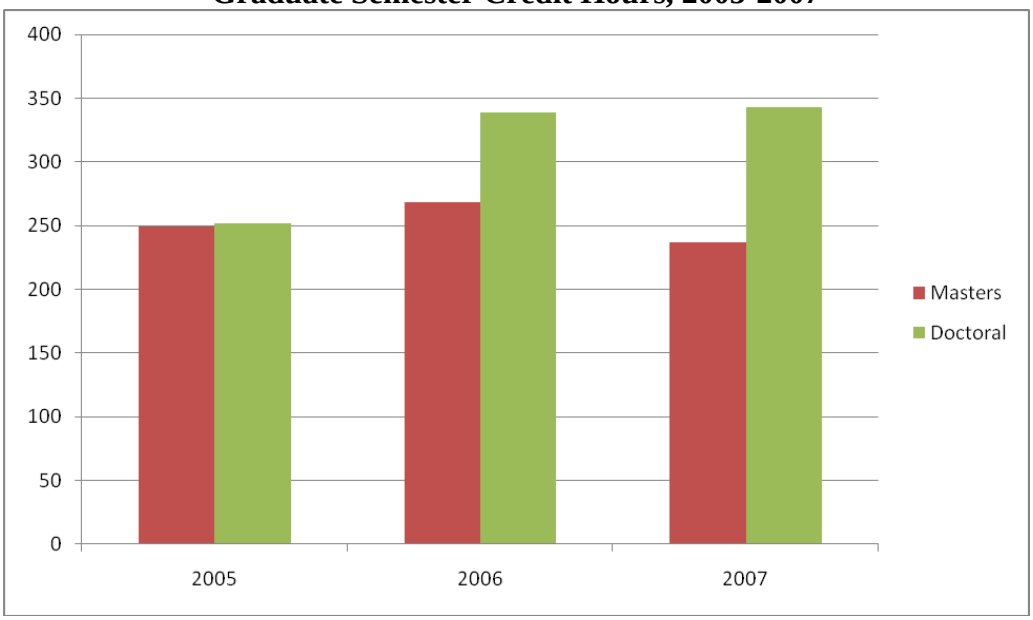
C. Undergraduate and graduate semester credit hours

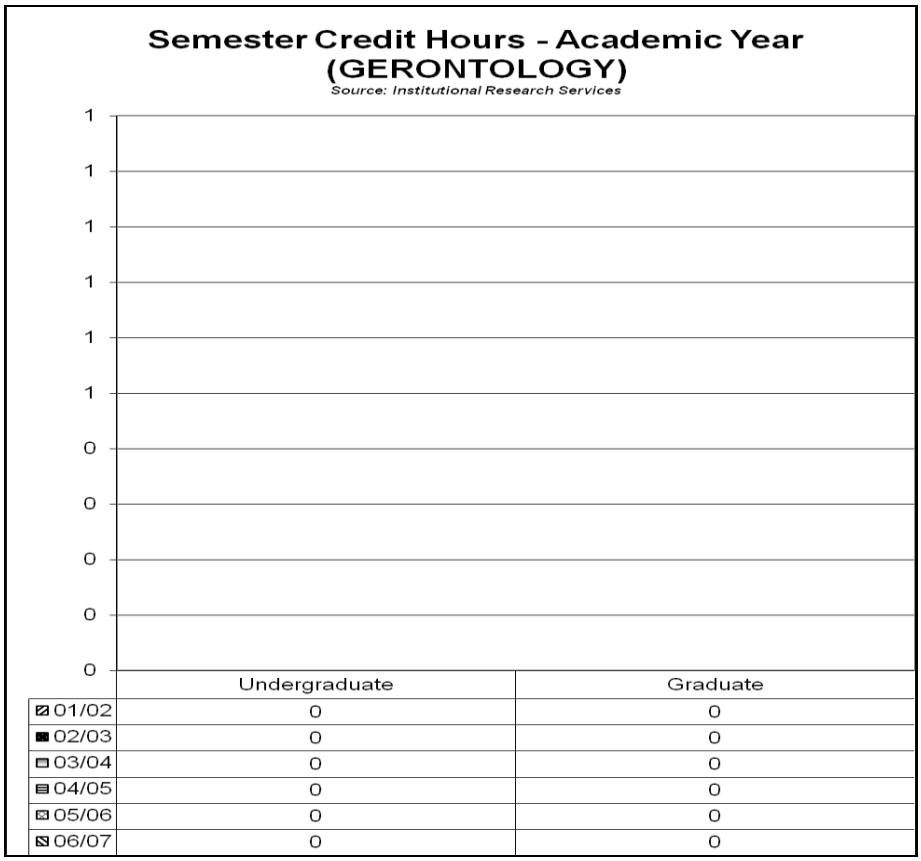


	Undergraduate	Graduate
01/02	12,862	446
02/03	12,555	436
03/04	12,324	442
04/05	9,093	501
05/06	8,514	607
06/07	7,086	580

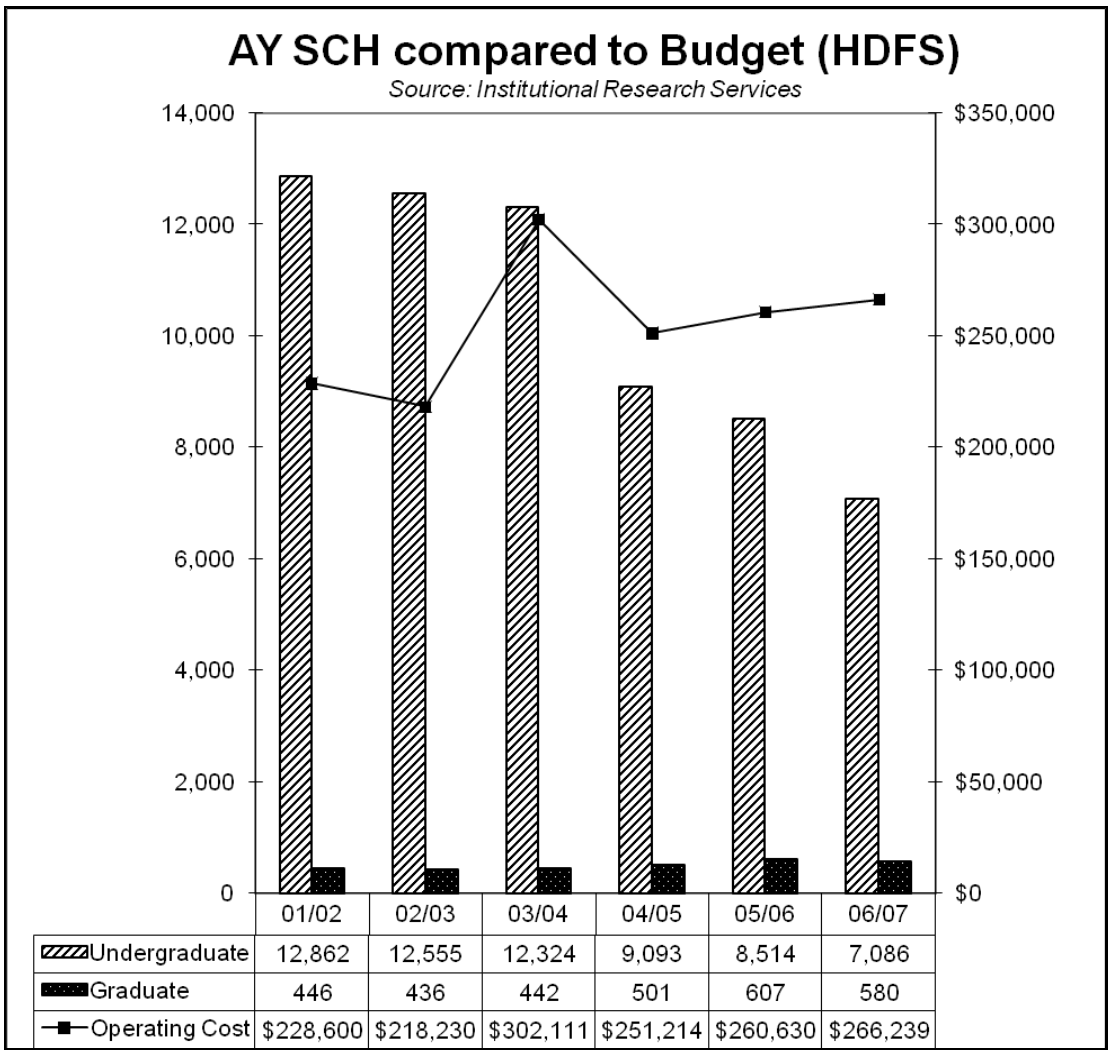
The chart below, generated by the HDFS department from IRIM data, shows the graduate semester credit hours (obtained in fall semester) in more detail, since the change in departmental structure. Note the rise in doctoral credit hours.

Graduate Semester Credit Hours, 2005-2007

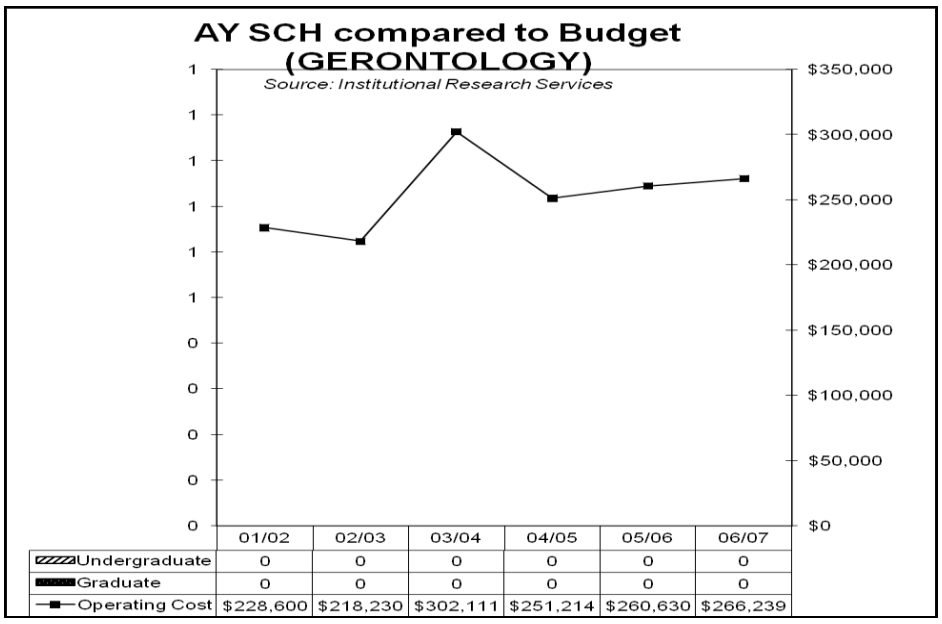




Note: The M.S. Gerontology courses are not registered separately from the other HDFS graduate courses, so IRIM did not have data separately on these courses. HDFS 6390 was offered as an online course in 2005-2006 with an enrollment of 25 students.



Note: Academic year 2003-2004 is an anomaly due to delays in budget cycles; in reality, the budget portrayed in 2002-2003 is lower than it should be and the budget portrayed in 2003-2004 is higher than it should be. The total department budget is not portrayed here; only the Operating account that funds a portion of services and supplies, with others funded by the Course Fees account. More information on budget is provided in Chapter V.



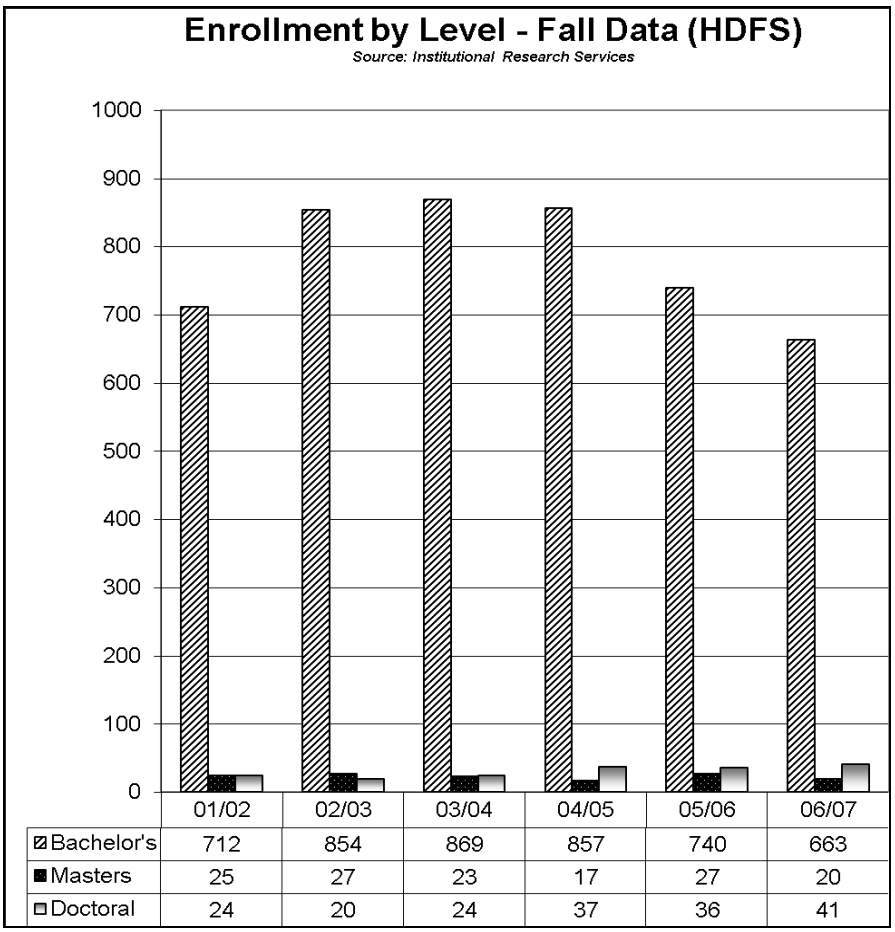
Note: The M.S. in Gerontology program is an online program only; not offered until 2005.

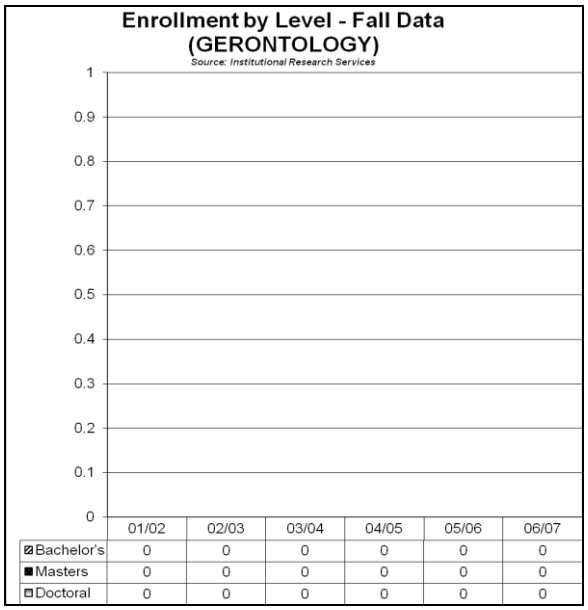
D. Number of majors in the department for the fall semesters

The data supplied by IRIM for the graduate program review only include the HDFS major and not the EC major, and the graduate data for the first 3 years does not include the MFT program. Table 2.4 below utilized IRIM data but queried both bachelor programs within the HDFS department.

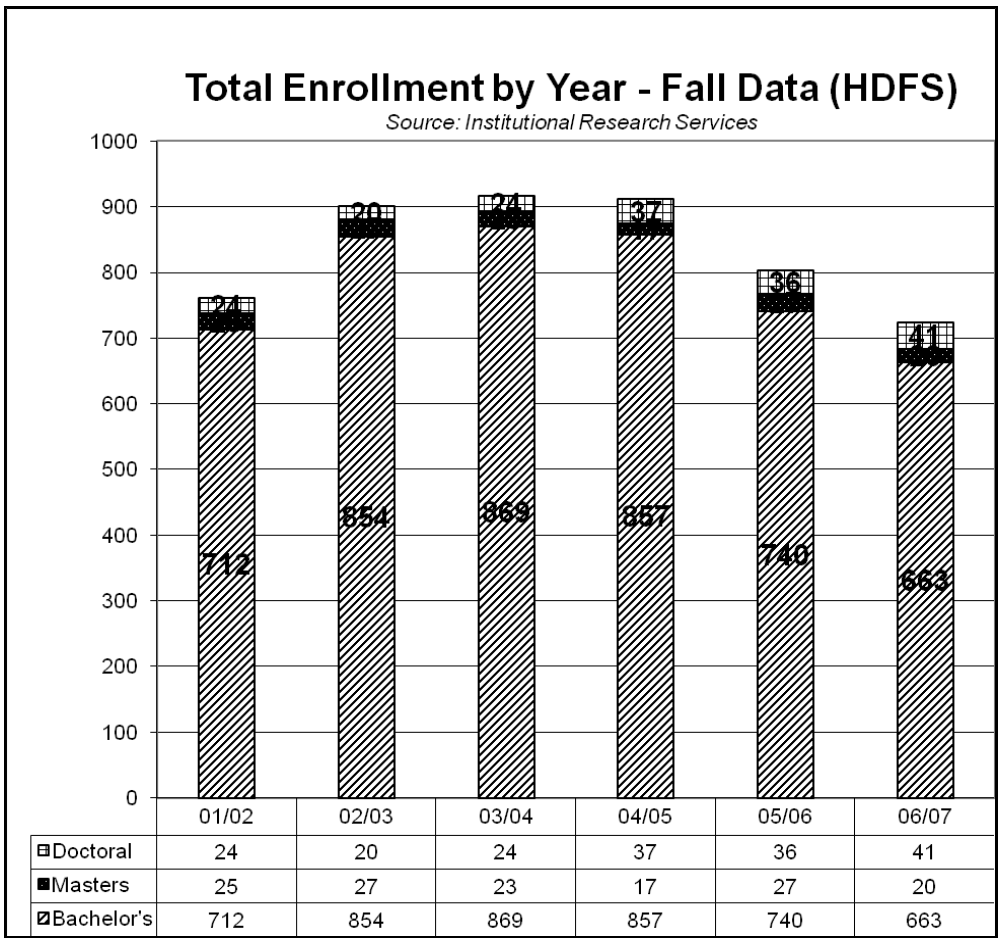
Table 2.4: Fall Semester Enrollment

	01/02	02/03	03/04	04/05	05/06	06/07
HDFS Bachelor	712	854	869	857	740	663
EC Bachelor	808	732	683	601	616	517
Total Bachelor	1520	1586	1552	1458	1356	1180
HDFS Masters	25	27	23	17	27	20
MFT Masters	9	6	6	-	-	-
GP IDEA	-	-	-	-	0	1
Total Masters	34	33	29	17	27	20
HDFS Doctoral	24	20	24	37	36	41
MFT Doctoral	35	40	42	-	-	-
Total Doctoral	59	60	66	37	36	41

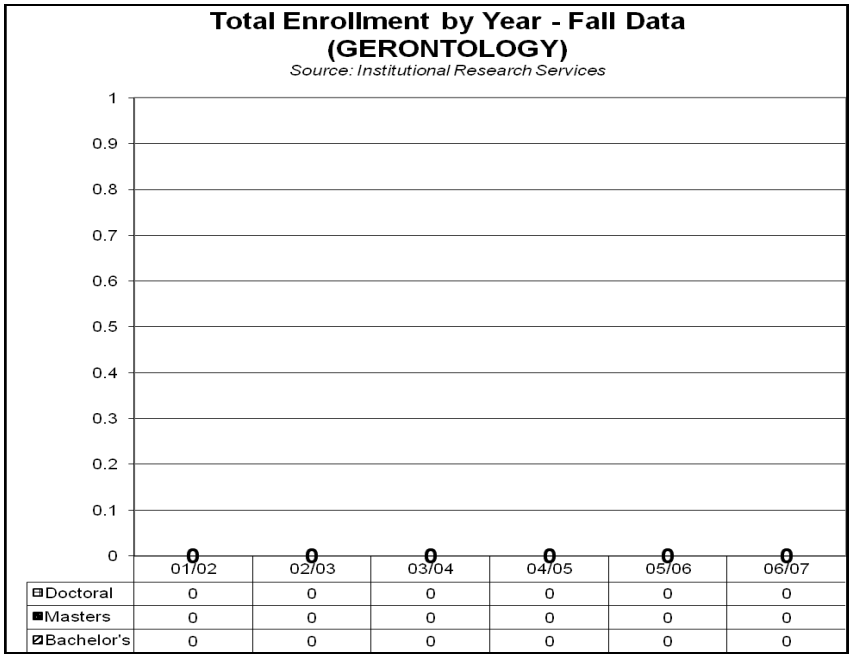




Note: 1 student enrolled in the Gerontology program in 2006 and 7 students enrolled in 2007.



	01/02	02/03	03/04	04/05	05/06	06/07
Doctoral	24	20	24	37	36	41
Masters	25	27	23	17	27	20
Bachelor's	712	854	869	857	740	663



	01/02	02/03	03/04	04/05	05/06	06/07
Doctoral	0	0	0	0	0	0
Masters	0	0	0	0	0	0
Bachelor's	0	0	0	0	0	0

Students enrolled in courses in the Great Plains IDEA M.S. Gerontology program were apparently not counted by IRIM. Also, students enrolled in the Great Plains IDEA courses can be registered students at any of the participating universities in the consortium.

Table 2.5: Program Enrollment – Grad Programs Only

Source: Institutional Research Services

Name of Program	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
HDFS	49	47	47	54	63	61
Gerontology	0	0	0	0	0	0

Table 2.6: Comparison of Enrollment

Comparison of Enrollment - Fall Data	01/02	02/03	03/04	04/05	05/06	06/07
University of Illinois						
Bachelor	336	346	323	305	319	320
Master	18	17	9	17	15	11
Doctoral	23	24	24	21	22	20
Ohio State University						
Bachelor	535	585	600	591	700	750
Master					20	19
Doctoral					23	25
Texas Tech (IRIM Data)						
Bachelor	712	854	869	857	740	663
Master	25	27	23	17	27	20
Doctoral	24	20	24	37	36	41
Texas Tech (Updated to include all majors in the dept)						
Bachelor	1520	1586	1552	1458	1356	1180
Master	34	33	29	17	27	20
Doctoral	59	60	66	37	36	41

In spring 2008, the HDFS Department Chair listserv was queried about enrollment, faculty FTE, and other issues. The following chart relies on data from additional comparator universities that offer doctoral degrees who responded. As can be seen, the number of undergraduate majors at Texas Tech University far exceeds the number of majors at these additional comparable universities. Also noteworthy is the fact that HDFS instituted an enrollment management plan in 2004 that resulted in a decline in the number of undergraduate majors.

Table 2.7: HDFS Majors at Universities

		# of Students	
University	**Undergraduate**	**Masters**	**Doctoral**
Texas Tech	1180	20	41
UCONN	502	18	42
Florida State	325	9	58
Maryland	360	-	20

Minnesota	240	8	56

E. Course enrollments over the past six years (enrollment trends by course)

During the past three years (i.e., since MFT was spun off from HDFS), the number of students enrolled from the HDFS graduate courses were separated into three categories: research hours, required courses, and elective courses. The percentage of enrollment in these categories was 38%, 32%, and 30%, respectively.

Table 2.8: HDFS Graduate Courses by Category

Category	#	Title	2004-05	2005-06	2006-07	Total	%
Research Hours							
	6000	Thesis	122	65	55	242	
	7000	Research	32	53	43	128	
	8000	Dissertation	37	76	63	176	
		SUM				546	38.3
Required courses (theories, methods, stats)							
	5101	Teaching Practicum	19	13	10	42	
	5110	Colloquium in HDFS	9	18	11	38	
	5310	Theories of Human Development	27	21	20	68	
	5321	Family Theories	25	26	22	73	
	5349	Quantitative Methods 1	0	16	24	40	
	5351	Research Methods	7	25	6	38	
	6352	Quantitative Methods 2	29	15	27	71	
	6364	Quantitative Methods 3	0	25	15	40	
	6365	Quantitative Methods 4	0	16	10	26	
	6366	Qualitative methods	0	0	19	19	
		SUM				455	31.9
Elective Content Courses							
	5302	Gerontology	8	0	0	8	
	5311	Problems in HDFS	37	37	46	120	
	5313	Psychosocial Development	14	0	0	14	
	5317	Adolescence	0	0	13	13	
	5320	Interpersonal and Family Dynamics	8	13	6	27	
	5341	Addiction	0	13	0	13	
	5352	Sex-Gender Roles	0	0	15	15	
	5353	Issues in HDFS	33	7	7	47	
	5361	Parent-Child & Peer Relationships	0	14	0	14	

	5380	Relationship Development	5	6	0	11	
	6320	Risk Taking	6	0	0	6	
	6330	Family Problems	4	0	6	10	
	6363	Advanced Topics in HD	16	14	24	54	
	6370	Analysis of Developmental Data	7	0	9	16	
	6371	Practicum	2	2	1	5	
	6373	Advanced Topics in FS	11	6	5	22	
	6390	Program Development & Evaluation	0	25	5	30	
		SUM				425	29.8
		GRAND TOTAL				1426	

- Numbers below are total enrollments – classes may be offered more than once a year.
- These data are raw data from IRIM; they include MFT courses no longer part of the HDFS Department.

Table 2.9: Raw Data on Enrollments in HDFS Graduate Courses

Dept	Subject	Course	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Total
HDFS	HDFS	5101	12	11	13	19	13	10	78
HDFS	HDFS	5110	0	25	17	9	18	11	80
HDFS	HDFS	5302	0	0	0	8	0	0	8
HDFS	HDFS	5310	25	30	25	27	21	20	148
HDFS	HDFS	5311	19	27	28	37	37	46	194
HDFS	HDFS	5313	10	0	0	14	0	0	24
HDFS	HDFS	5314	10	0	0	0	0	0	10
HDFS	HDFS	5317	8	0	13	0	0	13	34
HDFS	HDFS	5319	7	0	8	0	0	0	15
HDFS	HDFS	5320	6	15	0	8	13	6	48
HDFS	HDFS	5321	12	25	23	25	26	22	133
HDFS	HDFS	5341	2	0	12	0	13	0	27
HDFS	HDFS	5344	0	8	10	0	0	0	18
HDFS	HDFS	5349	0	0	0	0	16	24	40
HDFS	HDFS	5351	8	16	21	7	25	6	83
HDFS	HDFS	5352	12	0	10	0	0	15	37
HDFS	HDFS	5353	49	36	65	33	7	7	197
HDFS	HDFS	5354	10	16	16	0	0	0	42
HDFS	HDFS	5361	8	13	0	0	14	0	35
HDFS	HDFS	5380	6	0	0	5	6	0	17

HDFS	HDFS	6000	90	111	94	122	65	55	537
HDFS	HDFS	6320	0	13	0	6	0	0	19
HDFS	HDFS	6330	0	9	0	4	0	6	19
HDFS	HDFS	6352	0	0	0	29	15	27	71
HDFS	HDFS	6363	0	9	21	16	14	24	84
HDFS	HDFS	6364	0	0	0	0	25	15	40
HDFS	HDFS	6365	0	0	0	0	16	10	26
HDFS	HDFS	6366	0	0	0	0	0	19	19
HDFS	HDFS	6370	0	0	0	7	0	9	16
HDFS	HDFS	6371	1	0	1	2	2	1	7
HDFS	HDFS	6373	0	8	0	11	6	5	30
HDFS	HDFS	6390	7	0	26	0	25	5	63
HDFS	HDFS	7000	6	22	19	32	53	43	175
HDFS	HDFS	8000	69	57	34	37	76	63	336
HDFS	MFT	5300	10	10	11	10	0	0	41
HDFS	MFT	5302	0	12	0	17	0	0	29
HDFS	MFT	5304	15	8	0	10	0	0	33
HDFS	MFT	5322	14	13	12	4	0	0	43
HDFS	MFT	5370	5	5	9	8	0	0	27
HDFS	MFT	6000	28	4	0	0	0	0	32
HDFS	MFT	6303	4	0	19	0	0	0	23
HDFS	MFT	6305	7	0	11	0	0	0	18
HDFS	MFT	6311	0	15	0	16	0	0	31
HDFS	MFT	6322	0	19	0	18	0	0	37
HDFS	MFT	6323	0	0	17	0	0	0	17
HDFS	MFT	6342	0	12	20	12	0	0	44
HDFS	MFT	6370	0	12	0	14	0	0	26
HDFS	MFT	6395	51	60	67	75	0	0	253
HDFS	MFT	6396	4	8	4	6	0	0	22
HDFS	MFT	6397	4	8	4	7	0	0	23
HDFS	MFT	7000	15	23	39	26	0	0	103
HDFS	MFT	7395	18	11	14	11	0	0	54
HDFS	MFT	8000	58	57	59	86	0	0	260

F. Courses cross listed – UG and Grad – need syllabus for both ug and grad individual courses

In general, the HDFS department has not offered courses cross-listed between the undergraduate and graduate programs. One exception to this was HDFS 6390, offered in the summer of 2007. This course is normally a graduate course that was

opened to undergraduates to bolster enrollment and to recruit students to the program. The combined syllabus is found in Appendix A.

Contextual Summary with Implications for Further Thought

Curriculum

The curriculum in HDFS is interdisciplinary and diverse. Core courses taken by all graduate students include theories, methods, and statistics; doctoral level students also take additional statistics courses and the teaching practicum, as well as additional electives and an HDFS 7000 independent research project prior to their qualifying examinations. Electives range from Topics in Child Development, Human Development, and Family Studies. Regularly offered electives include Psychosocial Development, Parent-Child and Peer Relationships, and Interpersonal and Family Dynamics, as well as statistics electives. We have started to offer a doctoral level course in Integrative Theorizing and Research – currently an elective that considers the combination of theorizing across the areas that comprise HDFS as well as applying them to research paradigms. Many graduate students minor in Risk-Taking, Women's Studies, and take courses in social science areas such as Psychology, Sociology, and Communication Studies.

Challenges include planning electives, especially attempting to meet student demand and faculty expertise, given the heavy undergraduate teaching demands. Some of the offerings of HDFS 5311: Readings in HDFS have been the result of faculty members' teaching on overload, willing to meet with students continually over the semester so that they would receive the content. From fall 2004 - spring 2007, 28% of elective enrollments have been in HDFS 5311; by itself, enrollment in HDFS 5311 is approximately 8% of the total enrollments in graduate coursework during this period. Questions raised by the data on graduate course enrollment and its distribution include: Is the percentage of research hours (HDFS 7000 = 9%; all research including Thesis, Dissertation, and Research = 38.3% of graduate enrollments) higher than the department would prefer? Are students taking too many thesis hours? Does the department want students to be enrolled in required courses (i.e., common content) on a higher percentage of courses? Currently 31.9% of their enrollments are in required core courses; if we exclude research units, required courses comprise just over half of their enrollments. Currently, the only core required courses are theories, statistics, research methods, and qualitative research methods; might a core content course in Lifespan Development and one in Relationship Dynamics be advisable? Most graduate students' programs include one or more of the following electives – Writing for Publication, Grant Writing, Family, Law, & Public Policy, and Program Development & Evaluation. Shifting to require that students' programs include at least one of these courses that extend and apply their specialization, and ensuring that our students receive instruction on application of HDFS that incorporates social responsibility could enhance graduate students' curricular experiences at Tech.

Enrollment management has been associated with an increase in doctoral student credit hours and enrollment. Our graduate courses, particularly those in Qualitative Research Methods and the statistics courses, serve students outside the HDFS department and outside the College of Human Sciences. This change has led us to expand the class sizes for some of these courses beyond what the Graduate Computer Lab in Human Sciences can accommodate and there is demand for additional sections. In general, class sizes of graduate required courses and some electives are larger than we would like.

Currently, we are planning to increase our involvement in the Great Plains IDEA consortium. We are scheduled to offer a course in Youth Development in spring of 2010, with a degree offering in this area possible. In partnership with other HDFS departments in the Great Plains IDEA, we are exploring the possibility of a Master's Certification in Family Life Education. Both of these would serve to increase M.S. student credit hours.

Enrollment

HDFS Doctoral enrollment has increased since 2001 (from 24 to 41 students). This shift was desired and planned along with departmental and university goals. Managing undergraduate enrollment continues to vex us. In 2005, the department budget was cut due to a decrease in undergraduate student credit hours; similarly, funds deposited into the "course fees" account have declined, although emphasizing the doctoral degree is in line with the departmental and university research mission. Receipt of funding based on appropriate formula funding for social science Ph.D. work would alleviate this problem.

III. Faculty

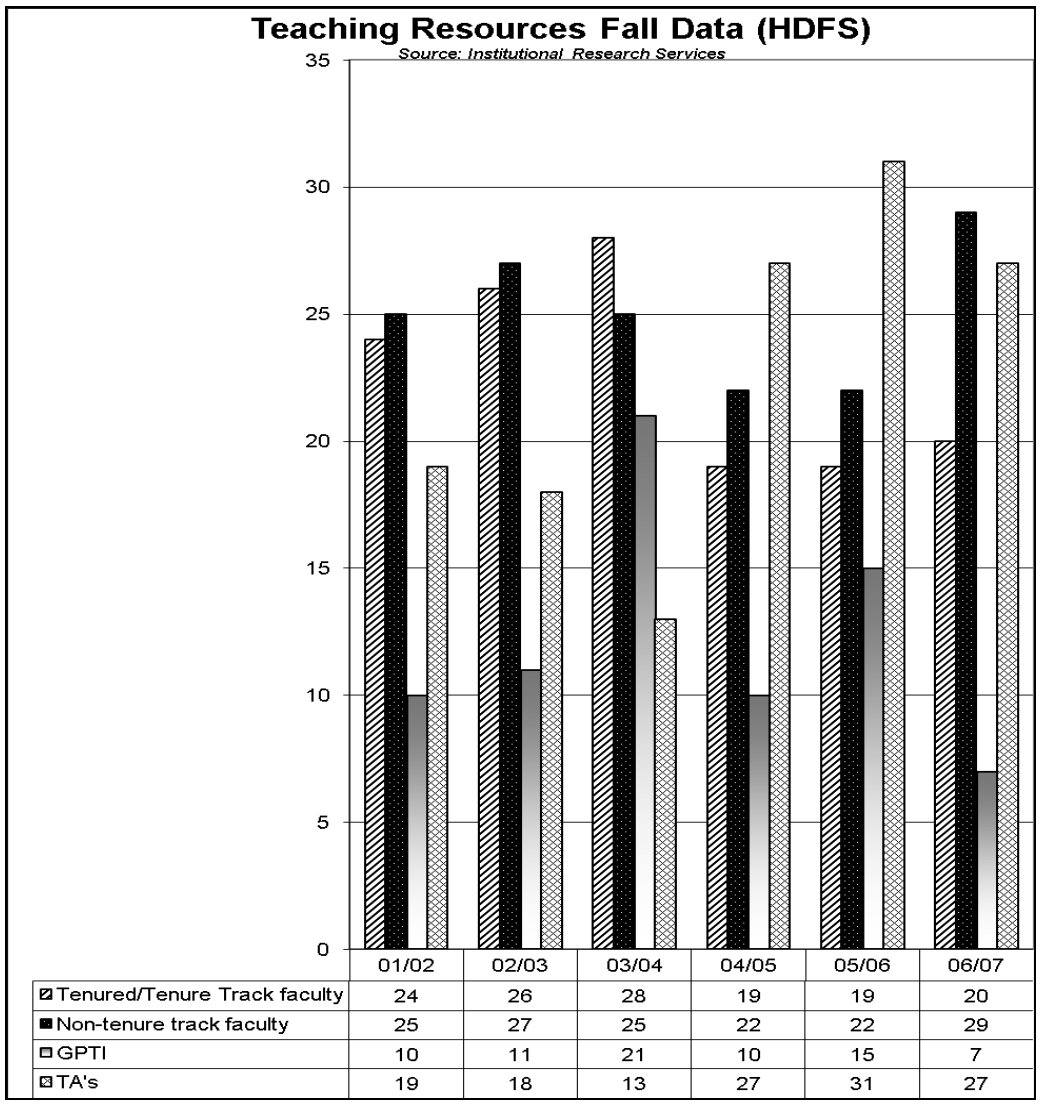
A. Number, rank, and demographics of the graduate faculty

Over the years of the Graduate Program Review, the HDFS faculty size has kept fairly steady, with 19-20 faculty members in the HDFS Graduate Program. A decrease of 9 tenure-line faculty members occurred in Fall 2004 when the Marital and Family Therapy (MFT) program split off from HDFS.

The HDFS department has maintained a good balance of faculty according to rank and tenure status. In large part, this balance is due to our record of promoting and granting tenure to our faculty. Since the departmental re-organization in 2005, no faculty member has been denied a promotion or tenure; four have been promoted to the rank of Professor; two to the rank of Associate; and three faculty members received tenure.

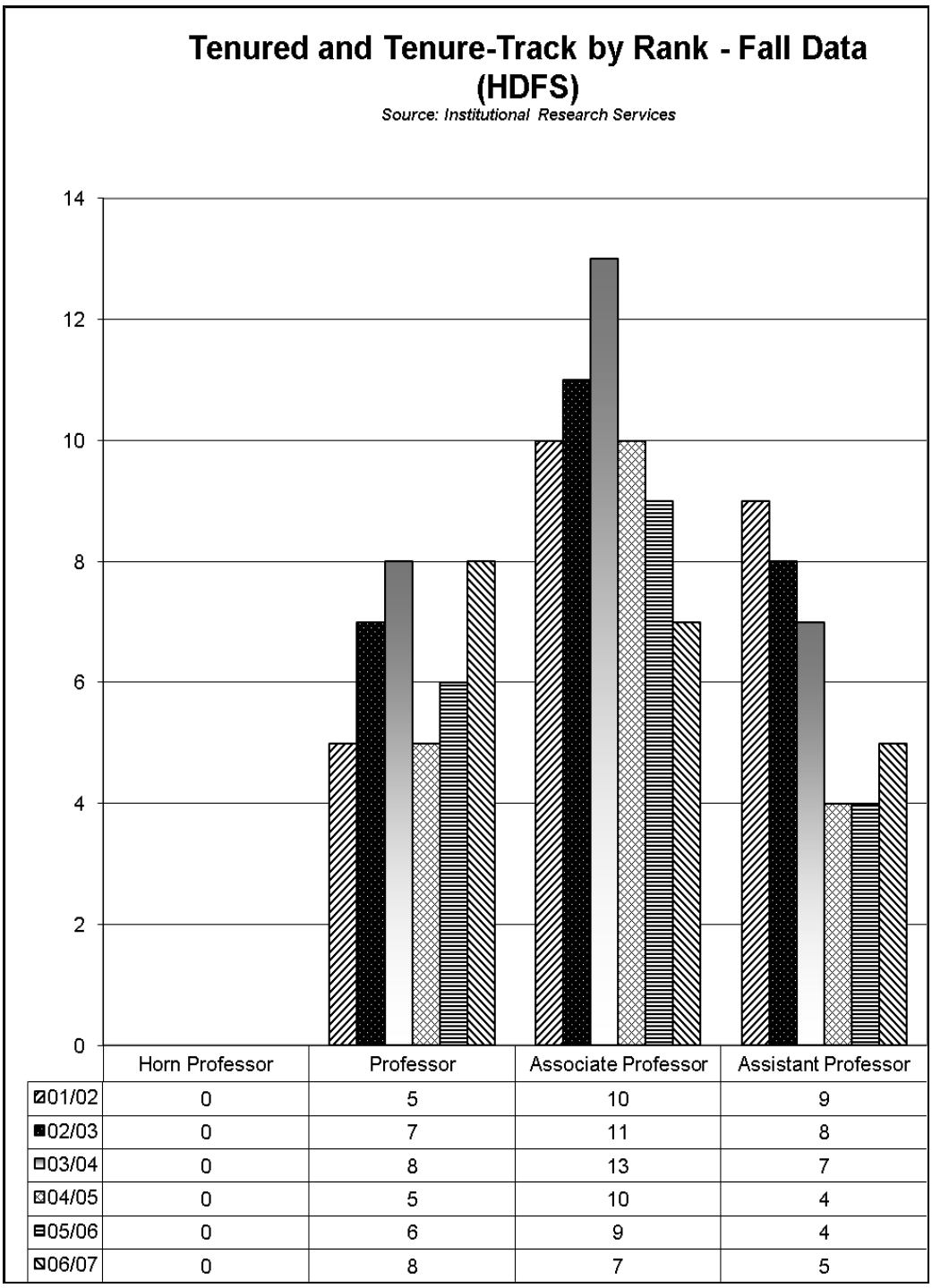
Because of the large number of undergraduate majors compared to tenure-line faculty, the HDFS department heavily relies on others (i.e., part-time, non-tenure line community instructors and graduate students) to teach undergraduate courses. For example, for each year covered in this program review, less than 20% of undergraduate courses have been taught by tenure-line faculty. In fall 2007, the department hired approximately 10 FTE instructors. The heavy reliance on instructors rather than hiring additional tenure-line faculty limits the ability of the department to provide graduate courses and to generate research.

In fall 2006, 16 of 20 (80%) of the HDFS tenure-line faculty were female. For the university as a whole, only 27% of tenure-line faculty were female (as of 2002). Also, 25% of tenure-line faculty were minority or non-resident alien status. For the entire university, 20% were minority or non-resident alien.



	01/02	02/03	03/04	04/05	05/06	06/07
Tenured/Tenure Track faculty	24	26	28	19	19	20
Non-tenure track faculty	25	27	25	22	22	29
GPTI	10	11	21	10	15	7
TA's	19	18	13	27	31	27

Note: These data supplied by IRIM seem to count part-time non-tenure track faculty as number of sections of courses taught by such individuals in the fall semester of the academic year. GPTI stands for Graduate Part-Time Instructor; TA positions are not responsible for courses.



	Horn Professor	Professor	Associate Professor	Assistant Professor
01/02	0	5	10	9
02/03	0	7	11	8
03/04	0	8	13	7
04/05	0	5	10	4
05/06	0	6	9	4
06/07	0	8	7	5

Note: Prior to Fall 2004, faculty ranks included those in the Marital and Family Therapy (MFT) program.

Table 3.1: Faculty Size

Comparison of Full-time Faculty	01/02	02/03	03/04	04/05	05/06	06/07
University of Illinois						
Tenure/Tenure Track	20.65	20.35	19.35	20.35	21.35	18.35
Non-tenure track	5.76	3.51	3.91	3.03	2.36	3.44
TA's	6.65	4.85	4.07	3.95	4.08	3.96
Ohio State University						
Tenure/Tenure Track	15	12	10	9	8	9
Non-tenure track	0	0	0	0	0	0
TA's	10	10	10	10	10	10
Texas Tech						
Tenure/Tenure Track	24	26	28	19	19	20
Non-tenure track	25	27	25	22	22	29
TA's	19	18	13	27	31	27

These data provided by IRIM seem to reflect headcount of part-time non-tenure track and graduate student individuals per section of course assigned (e.g., 29 sections of undergraduate courses were taught by part-time non-tenure line faculty members in the fall of academic year 2006-2007). The TA category seems difficult to interpret, as we doubt that only 4 students at Illinois have teaching assistantships. At Tech, it's unclear which graduate positions are counted as TA's. Because the comparators used in the Graduate Program Review are land-grants, it is possible that the Extension Service specialists are included in the faculty size.

B. List of faculty members

List <u>all</u> faculty who were employed by your department during the six years of this review

Table 3.2: HDFS Faculty Members & Dates

FACULTY NAME	JOB TITLE	HIRE DATE	END DATE	Member of Grad Faculty? Y or N
Roy Bean	Associate	2002	2004	Y
Kazuko Behrens	Assistant	2005		Y
Nancy Bell	Professor	1974		Y
Maria Bermudez	Assistant	2002	2004	Y
Yvonne Caldera	Professor	1994		Y
Dean Busby	Professor	1999	2005	Y
Bo Cleveland	Associate	2003	2007	Y
Malinda Colwell	Associate	2000		Y
Duane Crawford	Associate	1988		Y

Du Feng	Professor	1996		Y
Judy Fischer	Professor	1979		Y
Jacki Fitzpatrick	Associate	1994		Y
Kitty Harris	Associate	2002	2004	Y
Steve Harris	Associate	1996	2004	Y
Sybil Hart	Professor	1997		Y
Robin Harwood	Professor	2003	2005	Y
David Ivey	Associate	1993	2004	Y
Kurt Kowalski	Assistant	2001	2003	Y
Sarah Kulkofsky	Assistant	2007		Y
Eric Lindsey	Associate	1999	2006	Y
Mike McCarty	Associate	2001		Y
Miriam Mulsow	Associate	1998		Y
Joyce Munsch	Associate	1989	2002	Y
Sylvia Niehuis	Assistant	2007		Y
Michael O'Boyle	Professor	2004		Y
Alan Reifman	Professor	1997		Y
Jean Scott	Professor	1979		Y
Elizabeth Sharp	Assistant	2003		Y
Gwen Sorell	Associate	1983		Y
Charlie Stelle	Assistant	2000	2005	Y
Elizabeth Trejos-Castillo	Assistant	2006		Y
Karen Wampler	Professor	1989	2004	Y
Richard Wampler	Professor	1989	2004	Y
Shannon Weaver	Assistant	2000	2002	Y
Anisa Zvonkovic	Professor	2005		Y
Shera Atkinson	Instructor			N
Wendy Drake	Instructor			N
Jackie Driskill	Instructor			N
Rhonda Eade	Instructor			N
Stacy Johnson	Director of CDRC			N
Alan Korinek	Instructor			N
Lynda McBride	Instructor			N
Sunny McGinnis	Instructor			N
Cathy Nathan	Instructor		2006	N
Lane Powell	Instructor		2008	N
Nancy Robinson	Instructor			N
Stephanie Shine	Instructor			N
Mitzi Ziegner	Instructor			N

Note: The end date of 2004 marks the time faculty in MFT migrated to the new academic department, Applied & Professional Studies (APS). Note as well that the instructors listed above are not members of the HDFS Graduate faculty.

C. Summary of the number of all publications and creative activities.

Table 3.3: Publications and Presentations

Publication Type	2001 N= F=	2002 N= F=	2003 N= F=	2004 N= F=	2005 N= F=	2006 N= F=
Publications	46	56	66	61	53	56
Pub / Faculty	1.9	2.3	2.6	3.4	2.8	2.9
Presentations/Posters	70	83	73	83	55	63
Pres / Faculty	2.9	3.5	2.9	4.6	2.9	3.3
N = # of full time faculty contributing F = # of full time faculty in department						

D. Responsibilities and leadership in professional societies

HDFS faculty are well represented in visible leadership positions serving the profession. In 2006, for example, two HDFS faculty members won prestigious University awards: Professor Judith Fischer received the President's Academic Achievement Award and Associate Professor Gwen Sorell received the Chancellor's Distinguished Teaching Award. Faculty members Colwell, Caldera, and Trejos were College of Human Science award winners and nominees for university level awards. HDFS faculty are also active on the national and international stage, with several holding elected office in the National Council on Family Relations, with most senior faculty members serving on Editorial Boards of journals, and with 2 senior faculty members currently serving on NIH Study Sections (which are federal review panels).

HDFS faculty members are also active in service to the community and university. In fact, the modal number of department, college, and University committees in which HDFS faculty participate is 6, an extraordinarily high level of service. Selected Texas Tech organizations in which HDFS faculty serve on executive or advisory committees include the Honor's College, Women's Studies, IRB, GBLT Alliance, FMLA, Garrison Gerontology Institute, Spirituality & Health HSC; Osher Lifelong Learning Institute; Burkhart Center; Phi Beta Kappa, Latino(a)/Hispanic Faculty & Staff Association; and the Graduate Council. HDFS faculty also advise student organizations in HDFS: the Tech Council on Family Relations and the Association of Childhood Educators.

Table 3.4: Professional Leadership Roles

Professional Leadership	2001 N= F=	2002 N= F=	2003 N= F=	2004 N= F=	2005 N= F=	2006 N= F=
Editor/Editorial	5	7	7	8	9	12

Executive Board	1	1	1	1	2	4
Officer in National Org.	3	3	6	5	5	4
Committees	19	16	19	24	20	25
Reviewer	7	21	16	25	32	34
Ad hoc reviewer	9	16	21	22	19	21
Conference reviewer	4	2	2	6	3	4
Professional Memberships	39	41	40	51	53	60
N = # of full time faculty contributing F = # of full time faculty in department						

Table 3.5: Faculty Involvement on Graduate Student Committees

	Committees Chaired		Committees Served in department		Committees Served outside department	
Faculty Name	Masters	Doctoral	Masters	Doctoral	Masters	Doctoral
Nancy Bell	4	2	2	7		
Yvonne Caldera	10	3				
Malinda Colwell	5	0	7	2		
Duane Crawford	1	0	4	6		
Du Feng			7	5	0	5
Judith Fischer	5	1	2	0	0	2
Jacki Fitzpatrick	0	0	3	0		
Sybil Hart	5		4	1	0	2
Michael McCarty	4	0	4	2		
Miriam Mulsow	1	1	21	20	0	5
Sylvia Niehuis			3	2		
Michael O'Boyle	1		2			6
Alan Reifman	1	2	6	1	0	7
Jean Pearson Scott	4	2	10	3		
Elizabeth Sharp	1	1	4			1
Gwen Sorell	1	4				
Elizabeth Trejos-Castillo	1	0	5	4		
Jeffrey Wherry						
Anisa Zvonkovic	3	1	6	2		

E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)

For the past three years, the department's faculty workload (which should be renamed *teaching* workload) has been above the average workload in the college and the university.

FACULTY WORKLOAD- Fall Data (HDFS)

Source: Institutional Research Services

	2001	2002	2003	2004	2005	2006
University	11.45	11.34	12.24	16.23	15.82	16.08
College	12.95	12.5	12.01	16.63	17.62	17.06
Department	13.32	12.76	11.86	16.94	18.36	17.47

The charts from IRIM that follow portray SCH/FTE, a denominator that includes part-time instructors and graduate students (TAs). As such, these charts provide a misleading picture of the human capital available for graduate instruction and advising in HDFS. The tables included below (utilizing IRIM data for HDFS SCH and tenure line faculty positions) demonstrates more interpretable information. Note as well the success of the enrollment management plan started in 2004.

Faculty size in HDFS at TTU is very small in view of the number of academic majors (the recommended range for our discipline or any social science area that grants Ph.D.'s is about 20 to 1). In the academic year 2007-2008, the student/faculty ratio for HDFS was 62 to 1. In other departments at Texas Tech: Psychology had a student/faculty ratio of 33 to 1; and Applied & Professional Studies in the College of Human Sciences, had a 17.75 to 1 ratio. Utilizing the comparison of doctoral granting comparator programs provided by the HDFS department chair listserv and the information provided by comparators for this graduate program review, the chart below compares HDFS at Texas Tech with HDFS at other universities from academic year 2007-2008.

Table 3.6: Comparison of HDFS Majors by Tenure Line Positions

University	**Majors / Tenure lines**
University of Connecticut	33.5
Florida State	25
University of Maryland	20
University of Missouri	12.5
University of Illinois	19.5
University of North Carolina Greensboro	14
Texas Tech	62.1

Some units have high SCH/tenure line ratios, the range is from 293:1 to 680:1. Some programs provide courses in the General Education or Baccalaureate Core for their university, and/or they teach some courses in very large sections. HDFS removed some courses from the General Education core because we did not have enough faculty to service our own majors. Hence, our SCH / tenure-line ratio decreased from 555:1 at the beginning of this review to 383:1 now. Upper-level undergraduate courses are now kept under 50 students. Details on average class sizes can be found in Table 3.7 below and in the Strategic Plan and Assessment Report.

Table 3.7: Average Class Size, 2002-2007

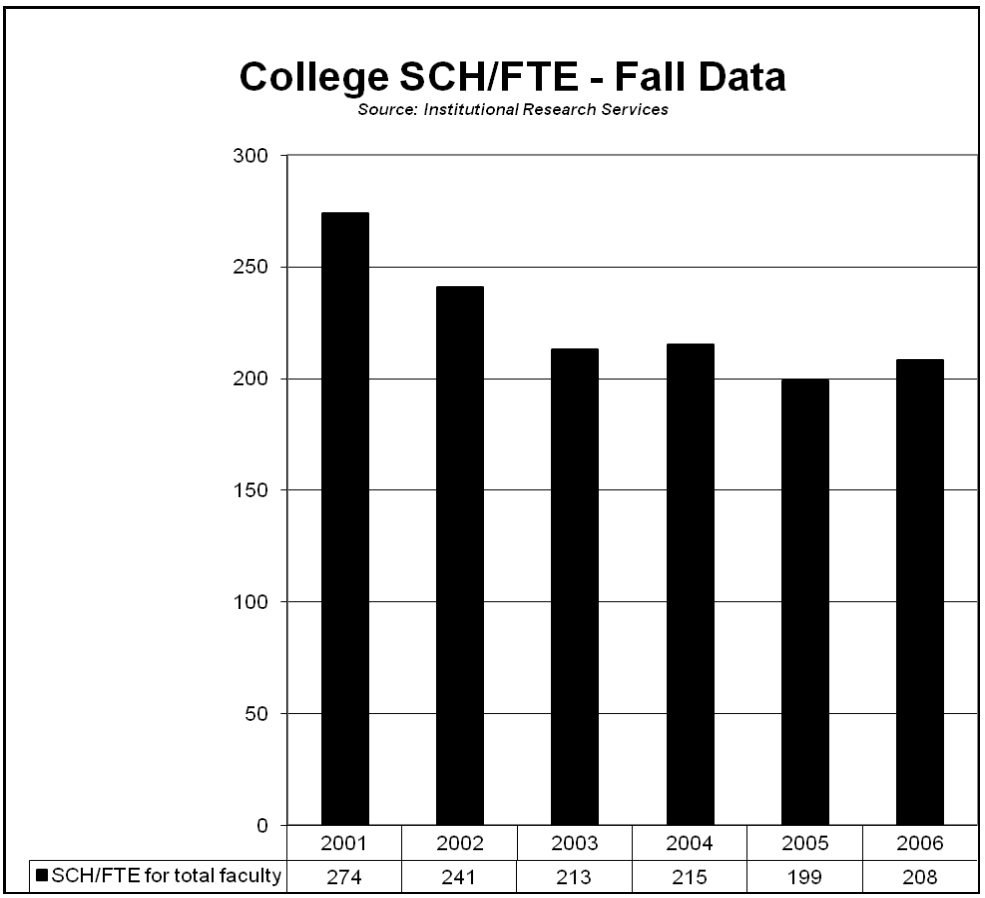
	2002	2003	2004	2005	2006	2007
Undergraduate	52	53	52	44	38	37
Graduate	12	10	7	8	11	12

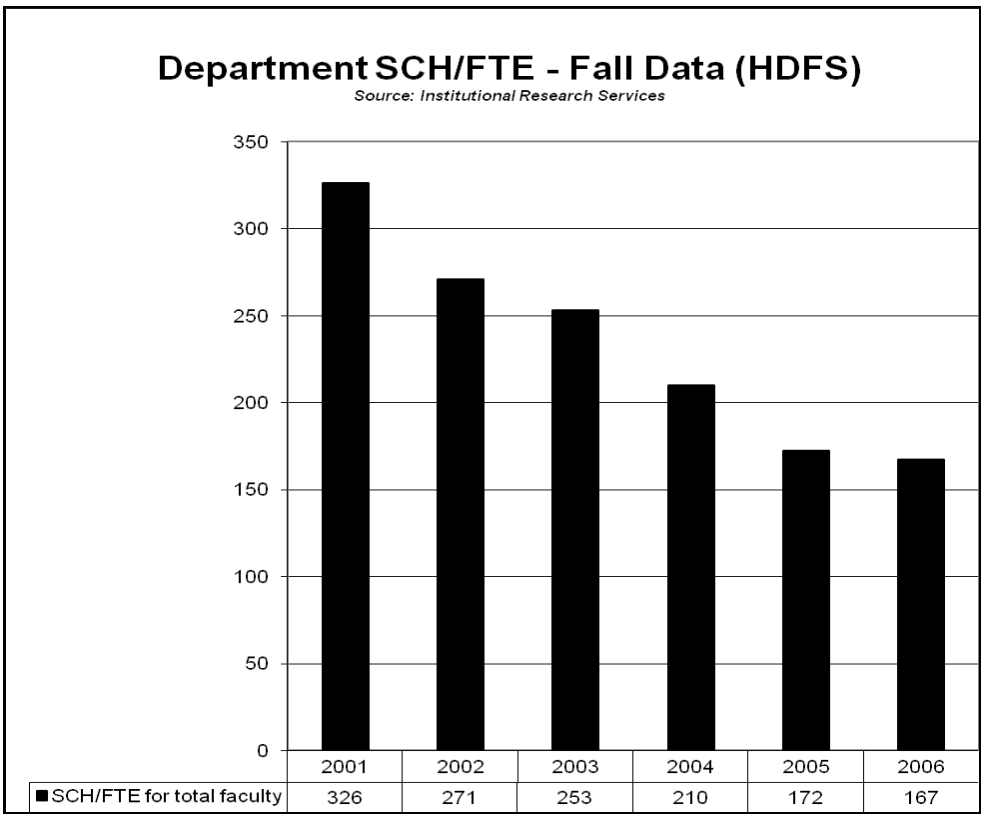
More relevant to graduate education, the ratio of graduate students to tenure line faculty is shown below in Table 3.8. Comparators are the 7 Ph.D. granting HDFS programs that responded to the listserv query. Their responses are averaged and compared to Texas Tech data for the academic year 2007-2008.

Table 3.8: Graduate Students per Tenure Line Faculty

	M.S. students per Tenure Line	Ph.D. Students per Tenure Line
Comparator HDFS Programs	1.6	1.78
Texas Tech HDFS	1.0	2.05

These data suggest a relatively high load for doctoral advising, and a relatively lighter load for M.S. students. Increasing involvement in the Great Plains IDEA online Master's program would raise this ratio.


College SCH/FTE - Fall Data
Source: Institutional Research Services
300
250
200
150
100
50
0
2001
2002
2003
2004
2005
2006
SCH/FTE for total faculty
274
241
213
215
199
208



The above chart can be decomposed in the following way, demonstrating a more meaningful breakdown of the FTE in the IRIM charts.

Table 3.9: Faculty FTE in HDFS, fall semesters, 2001-2006

	2001	2002	2003	2004	2005	2006
SCH	13595	13282	13066	9594	9121	7666
Grad fac	24	26	28	19	19	20
Instructors	9.16	10.96	10.05	8.35	11.58	9.87
Grad Asst.	8.58	11.99	13.65	18.29	22.38	16.07
FTE	41.74	48.95	51.70	45.64	52.96	45.94
SCH / FTE	326	271	253	210	172	167

When a faculty member has a research grant and buys out of teaching, an instructor is hired to teach the course(s). However, graduate faculty are counted in whole and are not proportioned. Hence, having a research grant can lead to an increase in FTE and a decrease in the SCH/FTE ratio. Increased faculty grant activity starting in 2005 led to the appearance of higher HDFS department FTE.

Faculty: Contextual Summary with Implications for Further Thought

The composition of the faculty in HDFS is steady, with a good balance in academic rank. There is a higher proportion of women and ethnic minorities among the faculty in HDFS than the

University. Though the data from IRIM present a drop in faculty size, this is accounted for by the departmental re-composition (loss of MFT) and has minimally affected undergraduate or graduate instruction in HDFS. The distribution of faculty across ranks has not changed substantially over the period of the review. The faculty has increased in ethnic diversity over the period of the review. Much of the data compiled by IRIM for this report display all faculty positions including part-time adjuncts who are only involved in our undergraduate program.

Faculty productivity, assessed via the University records of teaching workload, the rate of publications, presentations, and service to the profession, converge on the conclusion that the faculty are highly productive. In general, faculty were producing teaching workload, publications, and involvement in professional leadership positions at high levels in 2001 and have actually increased in these markers over time. Abbreviated faculty vitae are in Appendix G.

All tenure line faculty members are involved in the graduate program, through teaching, service on student committees, and service on qualifying examination committees. As is typical for a graduate faculty, not all faculty members are involved at the same level on student committees, but service to the graduate program and teaching assignments are constructed so as to involve all graduate faculty members.

Recent grant funding and start-up packages have resulted in several faculty members having "labs" with multiple graduate students, who often work with and train strong undergraduate students, resulting in a pipeline to graduate education. Challenges for the faculty relate to the distribution of faculty expertise across all content areas in the interdisciplinary field of HDFS, and the extremely high ratio of students to faculty members.

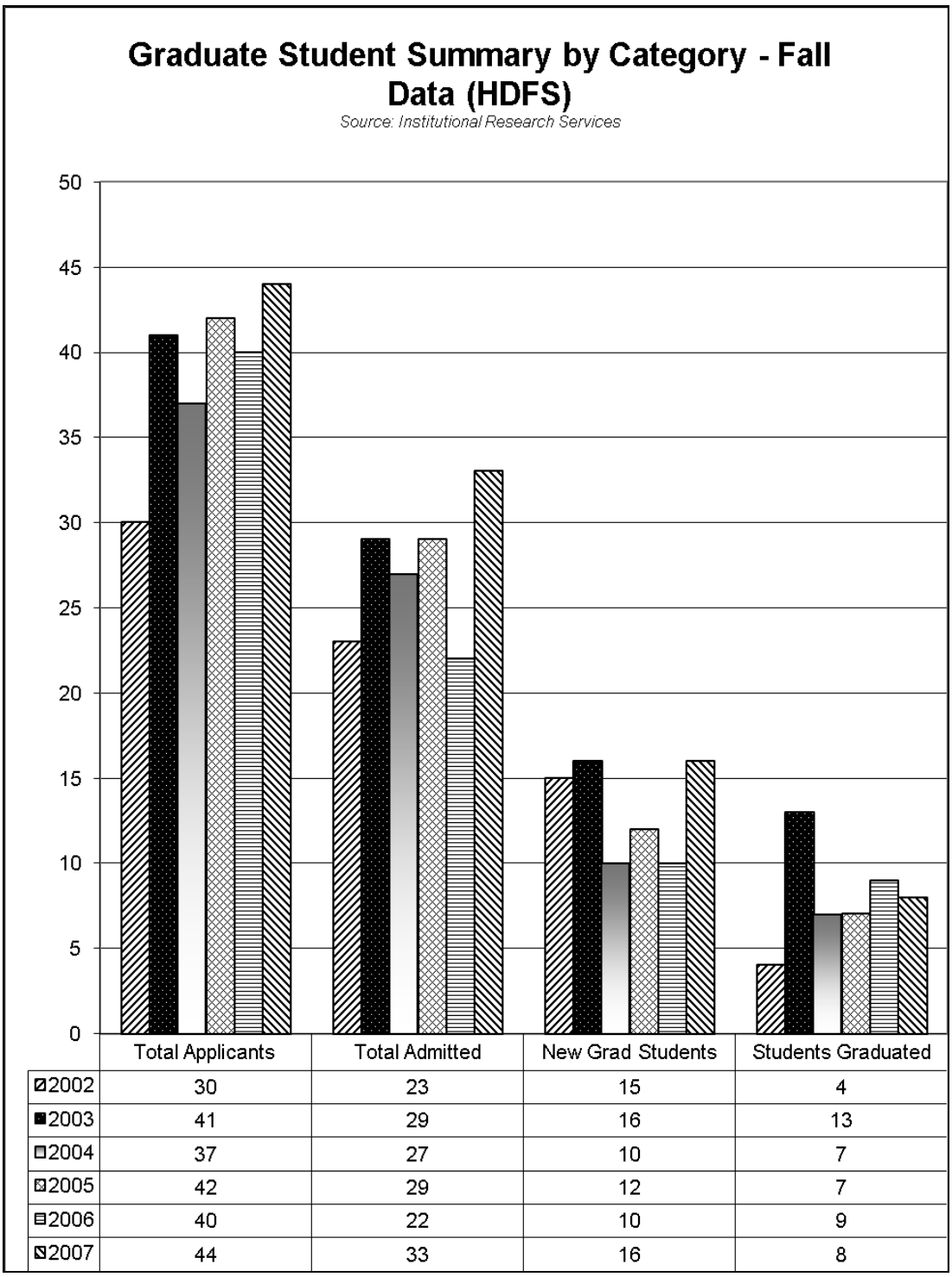
IV. Graduate Students

A. Demographics of applicants and enrolled students

Graduate student application, admission, and acceptance rates have been relatively stable during the period of the review. In an average year, HDFS receives 39 applicants, and admits 27 of them (70%). Over eighteen new students enroll each year, or over 67% of the admitted students. On average, 8 graduate students graduate each year. These rates have remained constant with a slight growth trend in the doctoral program.

Percentage of female students. Over the past 6 years, 76% of applicants and admitted students were female, 83% of the new enrolled graduate students were female, and 84% of all enrolled graduate student were female. For the entire university, only 45% of graduate students are females. The graduate student data in HDFS are consistent with the undergraduate HDFS data, where 84% of the majors are female.

Percentage of minority or non-resident alien students. Over the past 6 years, 41% of applicants and 39% of admitted students were minority or non-resident aliens. Of the new enrolled graduate students, 40% were minority or non-resident aliens, and 39% of all enrolled graduate student are minority or non-resident aliens. For the entire university, only 25% of graduate students are in the minority or non-resident alien categories. The HDFS graduate students are more diverse than the HDFS undergraduates, where only 18% of the majors are minority or non-resident aliens. International applicants peaked in 2003 and 2004. The IRIM data are not accurate in portraying no US applicants outside of Texas in 2007. It is possible that students continuing from the M.S. program into the Ph.D. program were classified as Texans.

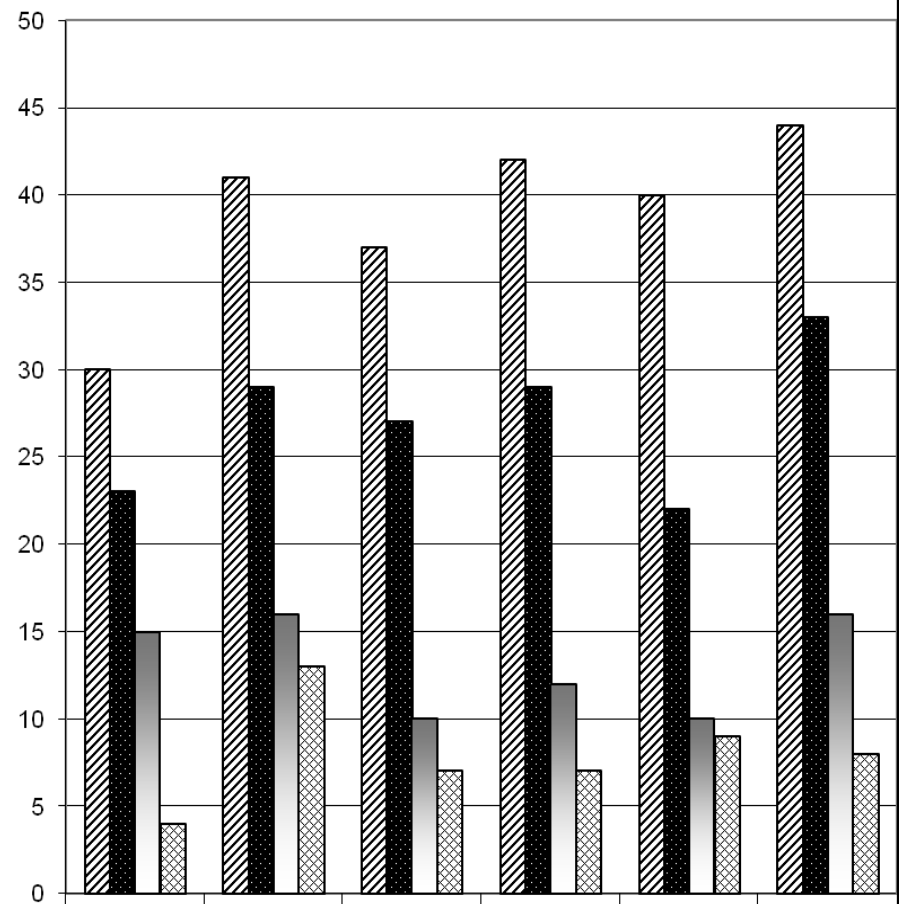


	Total Applicants	Total Admitted	New Grad Students	Students Graduated
2002	30	23	15	4
2003	41	29	16	13
2004	37	27	10	7
2005	42	29	12	7
2006	40	22	10	9
2007	44	33	16	8

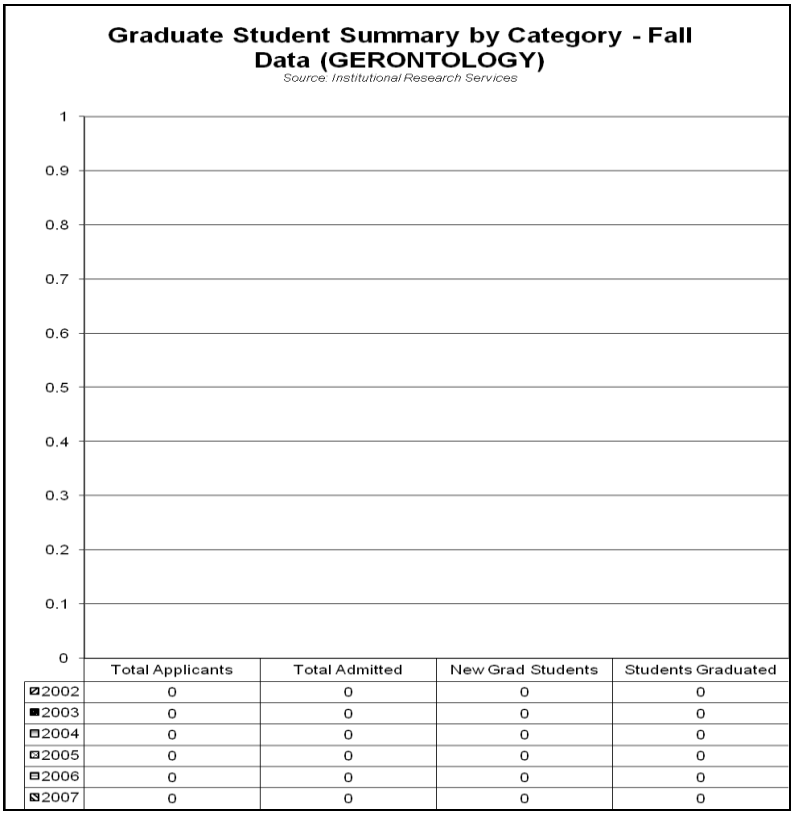
Note: Department records show a greater number of New Grad Students each year: 24 in 2002; 21 in 2003, 11 in 2004, 24 in 2005, and 21 in 2006. IRIM data under-report new students, not counting late admits, spring admits, and students entering the Ph.D. program directly upon graduation from our program with an M.S. Several notes in this chapter identify additional problems with IRIM data for the 2005 year.

Graduate Student Summary by Year - Fall Data (HDFS)

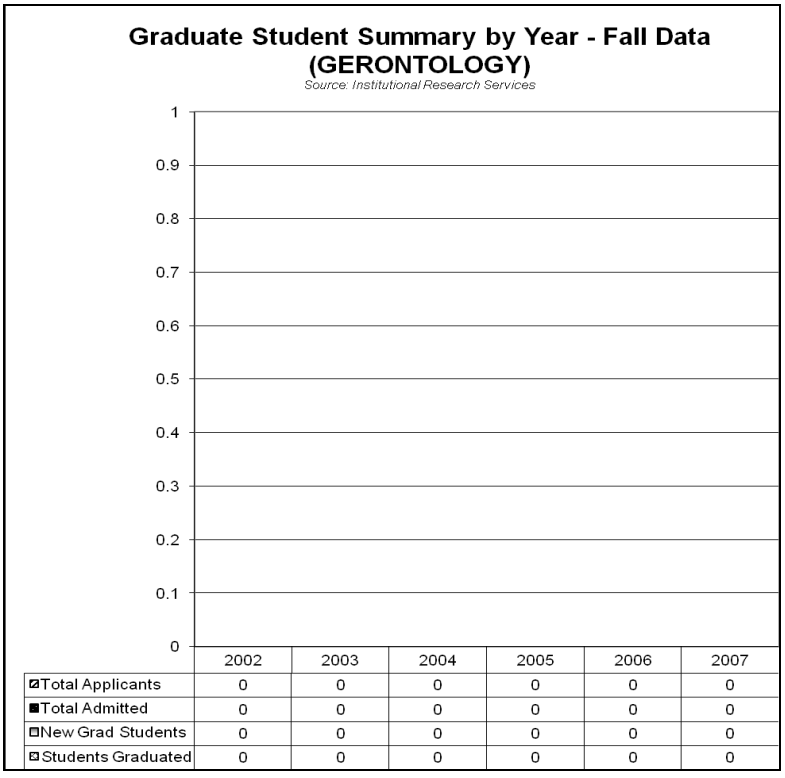
Source: Institutional Research Services



	2002	2003	2004	2005	2006	2007
Total Applicants	30	41	37	42	40	44
Total Admitted	23	29	27	29	22	33
New Grad Students	15	16	10	12	10	16
Students Graduated	4	13	7	7	9	8

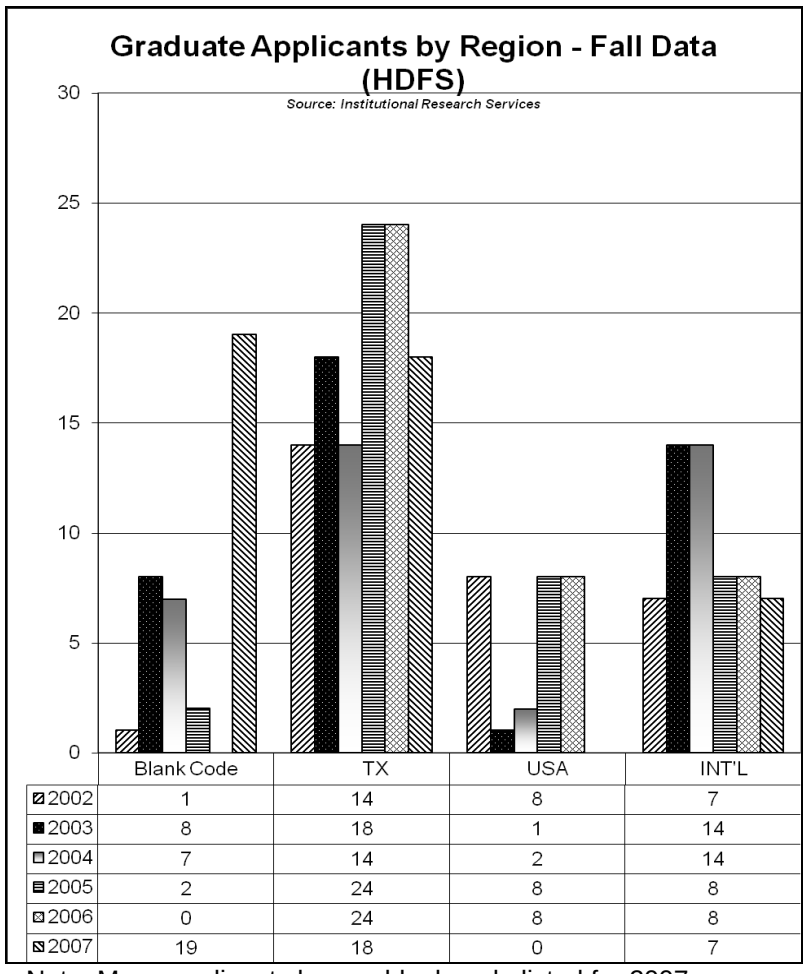


	Total Applicants	Total Admitted	New Grad Students	Students Graduated
2002	0	0	0	0
2003	0	0	0	0
2004	0	0	0	0
2005	0	0	0	0
2006	0	0	0	0
2007	0	0	0	0



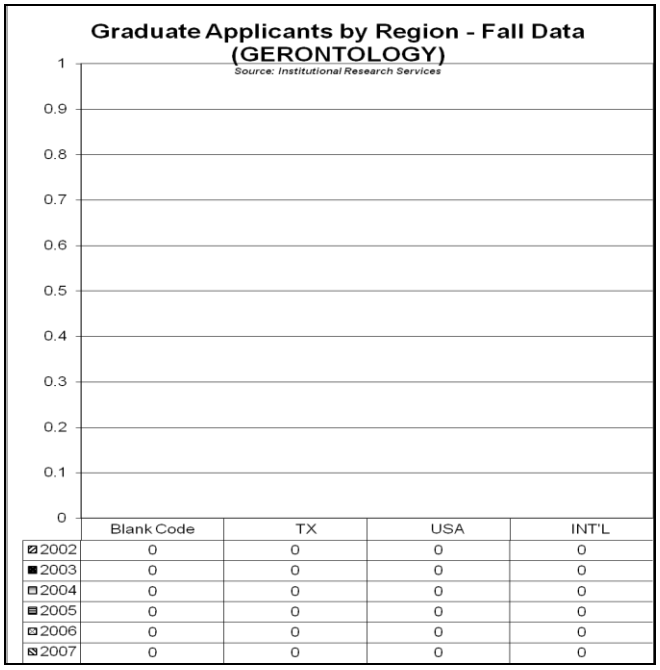
	2002	2003	2004	2005	2006	2007
Total Applicants	0	0	0	0	0	0
Total Admitted	0	0	0	0	0	0
New Grad Students	0	0	0	0	0	0
Students Graduated	0	0	0	0	0	0

Note: IRIM data on the Gerontology program are incomplete.



	Blank Code	TX	USA	INT'L
2002	1	14	8	7
2003	8	18	1	14
2004	7	14	2	14
2005	2	24	8	8
2006	0	24	8	8
2007	19	18	0	7

Note: Many applicants have a blank code listed for 2007.



	Blank Code	TX	USA	INT'L
2002	0	0	0	0
2003	0	0	0	0
2004	0	0	0	0
2005	0	0	0	0
2006	0	0	0	0
2007	0	0	0	0

Table 4.1: HDFS Data

Graduate Applicants - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	1	0	0	0	1	0	1	0	1	0	1	0
Asian	1	0	0	0	2	0	0	0	3	0	1	0
Black	0	0	0	0	0	0	1	0	2	0	1	0
Hispanic	3	1	3	0	1	1	4	0	3	2	2	1
Non-Resident	7	1	11	3	11	3	6	2	5	0	5	1
Unknown	0	0	1	0	0	1	1	0	3	1	0	0
White	11	5	19	4	14	3	21	6	13	7	20	12
Gender Total	22	7	34	7	28	8	33	8	29	10	29	14
Total Applicants	29		41		36		41		39		43	

Admitted Graduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	1	0	0	0	1	0	0	0	0	0	1	0
Asian	0	0	0	0	1	0	0	0	1	0	1	0
Black	0	0	0	0	0	0	0	0	0	0	1	0
Hispanic	2	0	2	0	0	0	4	0	1	1	2	1
Non-Resident	6	0	9	2	8	2	3	1	3	0	4	0
Unknown	0	0	1	0	0	1	1	0	3	1	0	0
White	9	5	13	2	11	3	14	6	8	4	14	9
Gender Total	17	5	25	4	20	6	22	7	16	6	22	10
Total Admitted	22		29		26		29		22		32	

Enrolled New Graduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	1	0	0	0	1	0	0	0	0	0	0	0
Asian	0	0	0	0	1	0	0	0	1	0	0	0
Black	0	0	0	0	0	0	0	0	0	0	1	0
Hispanic	2	0	1	0	0	0	3	0	0	0	1	1
Non-Resident	3	0	5	1	3	0	1	0	2	0	2	0
Unknown	0	0	0	0	0	0	0	0	2	1	0	0
White	7	2	8	1	5	0	5	3	4	0	7	4
Gender Total	12	2	14	2	9	0	9	3	9	1	11	5

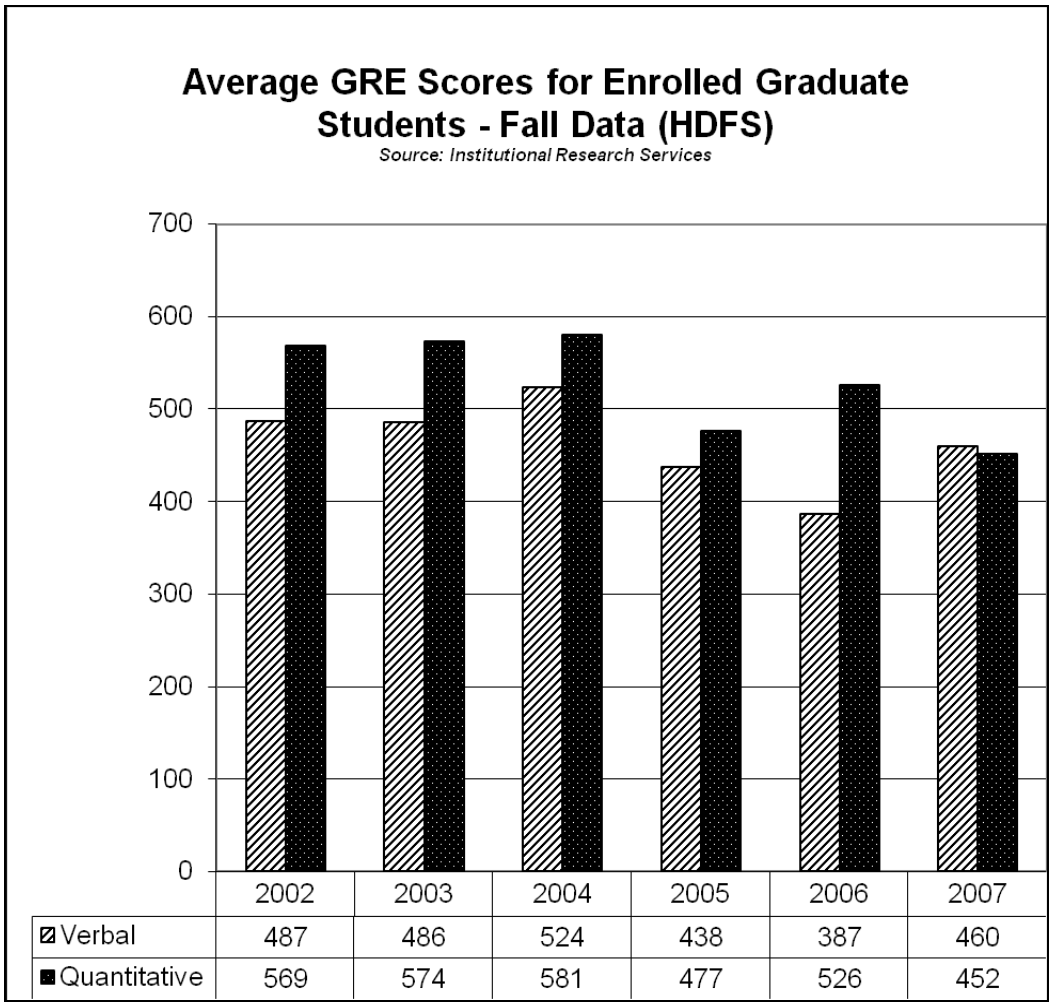
Total Enrolled	14	16	9	12	10	16

Demographics of Enrolled Graduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	1	0	1	0	2	0	1	0	1	0	1	0
Asian	0	0	0	0	1	0	1	0	2	0	3	0
Black	2	0	1	0	0	0	0	0	0	0	1	0
Hispanic	3	1	4	1	3	1	4	0	4	1	3	1
Non-Resident	8	0	10	1	12	1	13	1	11	1	12	1
Unknown	0	0	0	0	0	0	1	0	3	1	3	1
White	27	7	24	5	23	4	26	7	31	8	27	8
Gender Total	41	8	40	7	41	6	46	8	52	11	50	11
Graduate	49		47		47		54		63		61	

Demographics of Enrolled Undergraduate Students - Fall Data												
	2002		2003		2004		2005		2006		2007	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	1	3	3	0	5	0	5	0	6	0	5	0
Asian	1	0	1	2	6	2	4	2	7	4	6	6
Black	18	15	32	18	27	20	24	22	21	20	17	18
Hispanic	63	8	75	13	71	17	64	19	50	18	63	13
Non-Resident	0	5	2	4	4	3	6	4	4	5	2	4
Unknown	3	1	3	0	1	1	4	1	5	1	2	1
White	520	74	606	95	623	89	606	96	529	70	461	65
Gender Total	605	103	719	132	732	132	708	144	616	118	551	107
Undergraduate	708		851		864		852		734		658	

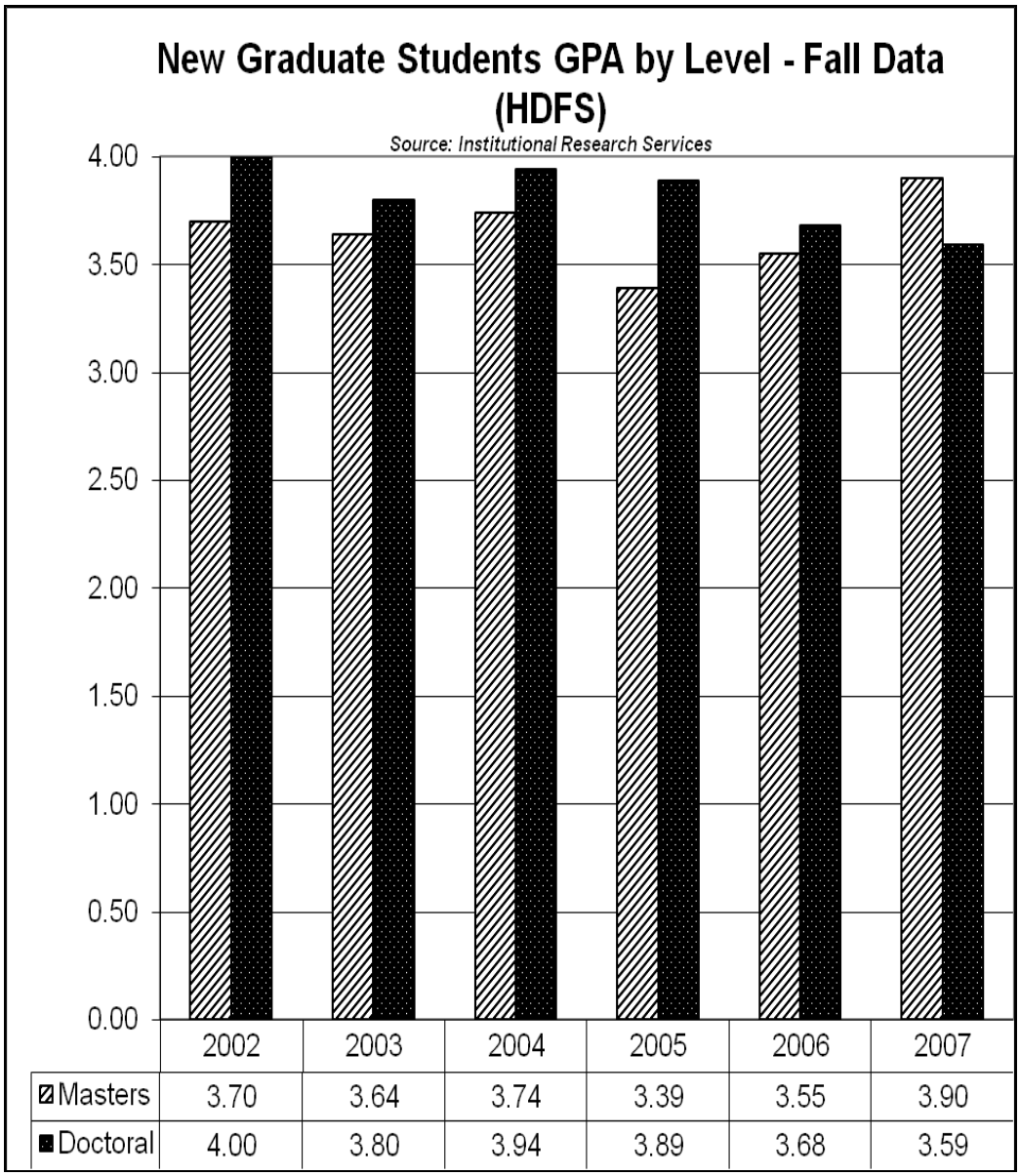
Notes: These data generated by IRIM only include the HDFS Undergraduate Major, HDFS, not the EC program. Also Great Plains IDEA Gerontology students are not included in this ethnicity breakdown. Data are available on the ethnicity of students in the multi-university consortium, and on the students who have chosen Texas Tech as their home institution.

B. Test scores (GRE, GMAT and/or TOEFL) of enrolled students (HDFS only – Gerontology not included)



	2002	2003	2004	2005	2006	2007
Verbal	487	486	524	438	387	460
Quantitative	569	574	581	477	526	452

C. GPA of new students (HDFS only – Gerontology not included)



	2002	2003	2004	2005	2006	2007
Masters	3.70	3.64	3.74	3.39	3.55	3.90
Doctoral	4.00	3.80	3.94	3.89	3.68	3.59

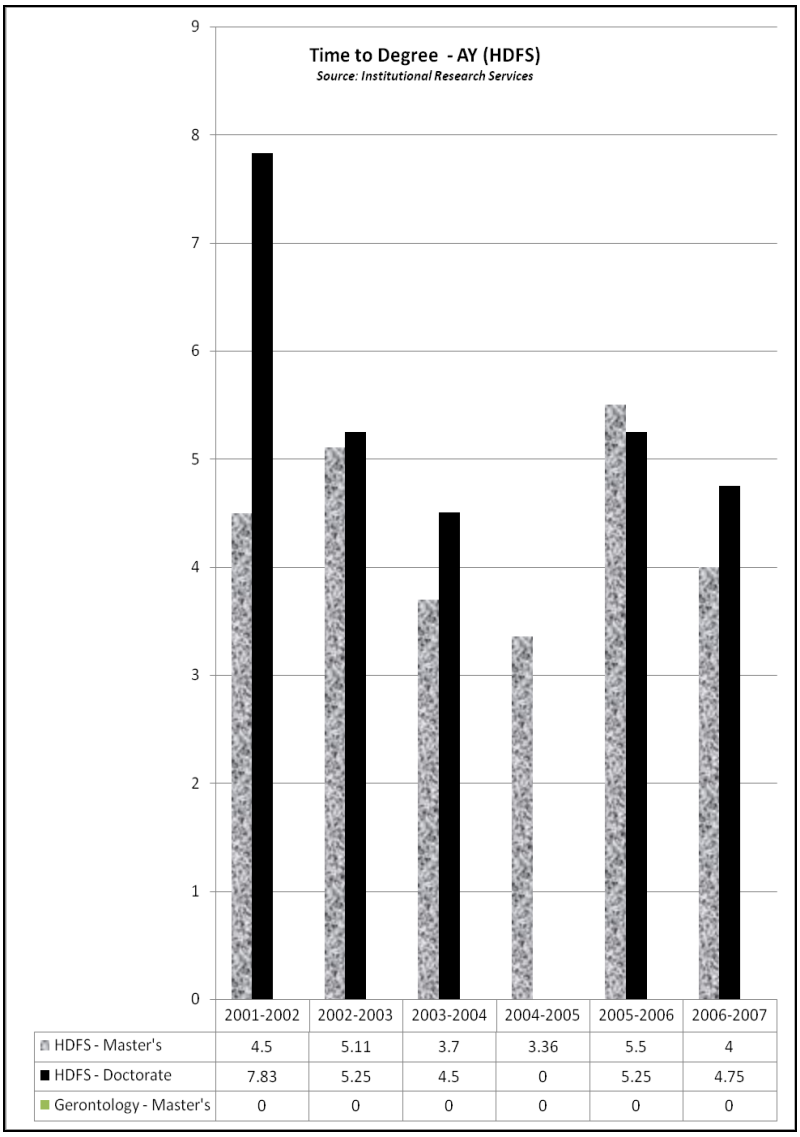
D. Time to Degree in Years – Average years to graduate for all students graduating each year

The HDFS department records (shown in Table 4.2 below) indicate that Doctoral students take about 4.5 years to graduate and Master's students take about 2.5 years to graduate. These data do not match those provided by IRIM (shown in the chart below the table), possibly due to changes in the HDFS department composition. Table 4.2 is a listing of every HDFS graduate student who received a degree during the review period.

Table 4.2: HDFS Graduates & Time to Degree

Student's Name	Started	Graduated	Time to Degree	Full-Time?
Ph.D.				
English, Sara	Fall 97	Fall 02	5.3	Yes (3 yrs)
Lee, Ji-Min	Fall 98	Fall 02	4.3	Yes
Rychener, Stacey	Spring 99	Fall 02	2.6	No
Apparala, Malathi	Spring 00	Fall 03	2.6	Yes
Cremeens, Penny	Spring 99	Spring 03	4.3	Yes
McCourt, Andrea	Fall 99	Spring 04	4.3	Yes
Corwin, Melinda	Sum1 01	Fall 06	5.3	No
Kanitkar, Kirti	Fall 01	Spring 06	4.3	Yes (3 yrs)
Watson, Wendy	Spring 01	Spring 06	5.3	Yes (3 yrs)
McCarroll, Elizabeth	Sum1 03	Spring 07	4.7	Yes
Pause, Caitlin	Fall 02	Fall 07	5.3	Yes
Master's				
Allen, Melissa	Fall 99	Fall 02	3.3	Yes
Childers, Chandra	Fall 99	Fall 02	3.3	Yes
Heisser, Page	Sum2 00	Fall 02	2.3	Yes
Curry, Lynn	Fall 98	Spring 03	4.3	Yes
Kellogg, Steffen	Fall 99	Spring 03	3.3	No
McCarroll, Elizabeth	Fall 01	Spring 03	1.6	Yes
Ross, Aretha	Fall 01	Fall 03	2.3	Yes
Fontanelli (Salazar), Jessica	Fall 01	Fall 03	2.3	Yes
Bruedigam, Mandy	Fall 02	Spring 04	2	Yes
Floyd, Marci	Fall 02	Fall 04	2.3	Yes
Wilson (White), Kimberly	Fall 02	Fall 04	2.3	Yes
Aguero-Reyes, Zenaida	Spring 03	Summer 05	2.3	Yes

Sparrow (Bell), Laura	Fall 03	Fall 05	2.3	Yes
Dong, Linxia	Fall 03	Fall 05	2.3	Yes
Eng, Sothy	Fall 03	Fall 05	2.3	Yes
Lee, Hsin-Pei	Fall 03	Fall 05	2.3	Yes
Loftin, Stacia	Fall 02	Summer 05	3	Yes
Menchaca, Kristal	Spring 03	Spring 05	2.3	Yes
Roetzel, Amy	Fall 03	Summer 05	2	Yes
Schrick, Brittney	Fall 03	Fall 05	2.3	Yes
Baker, Mandy	Fall 02	Fall 06	4.3	No
Bowman, Victoria	Spring 04	Fall 06	2.6	Yes
Herbert, Richard	Sum2 03	Spring 06	3	Yes
Lin, Shun-Tzu	Fall 02	Spring 06	4	Yes
Song, Qingfang	Fall 04	Fall 06	2.3	Yes
Vasudevan, Vandita	Fall 04	Fall 06	2.3	Yes
Rojas, Jennifer	Fall 05	Spring 07	1.6	Yes
Sherley, Lauren	Fall 05	Summer 07	2	Yes
Zhou, Xiaozhi	Fall 06	Spring 08	1.6	Yes



	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
HDFS - Master's	4.5	5.11	3.7	3.36	5.5	4
HDFS - Doctorate	7.83	5.25	4.5	0	5.25	4.75
Gerontology - Master's	0	0	0	0	0	0

As demonstrated in Table 4.2, these data supplied by IRIM are inaccurate.

E. Number of RA's, TA's or GPTI's, with total number of graduate students in the program.

Table 4.3: Number of Graduate Students Funded

	2005-2006	2006-2007
Funded	33	50
Total	44	63

- The department is still checking its records to generate information on funded graduate students prior to 2005-2006.

F. Initial position and place of employment of graduates over the past 6 years

Table 4.4: HDFS Graduates' Employment

Name	Degree	Initial Position	Initial Employer	Location
2002				
English, Sara	PhD	Asst. Professor	South Plains College	Lubbock, TX
Lee, Ji-Min	PhD	Asst. Professor	Yeungnam U	Korea
Rychener, Stacey	PhD	Asst. Professor	Bowling Green State Univ	Bowling Green, OH
Allen, Melissa	MS			Oregon
Childers, Chandra	MS	Doctoral Study	U. of Washington	Seattle WA
Heisser, Page	MS	Doctoral Study	TTU – MFT	Lubbock, TX
2003				
Apparala, Malathi	PhD			Atlanta GA
Cremeens, Penny	PhD	Asst. Professor	Oklahoma St	Stillwater, OK
Curry, Lynn	MS			Atlanta, GA
Kellogg, Steffen	MS			
McCarroll, Elizabeth	MS	Doctoral Study	TTU – HDFS	Lubbock, TX
Ross, Aretha	MS	Probation officer		Lubbock, TX
Fontanelli (Salazar), Jessica	MS	Went into business		TX
2004				

McCourt, Andrea	PhD	Instructor	TTU – HDFS	Lubbock TX
Bruedigam, Mandy	MS	Child Life Specialist		Dallas, TX
Floyd, Marci	MS	Community Service	Cottage Hope	Dallas, TX
Wilson (White), Kimberly	MS	Community Service		Lubbock, TX
2005				
Aguero-Reyes, Zenaida	MS	Teacher	Christ the King	Lubbock, TX
Sparrow (Bell), Laura	MS	Special Ed Teacher	Kermit ISD	Kermit, TX
Dong, Linxia	MS	Nurse		Corpus Christi, TX
Eng, Sothy	MS	Doctoral Study	TTU – HDFS	Lubbock, TX
Lee, Hsin-Pei	MS			Nashville, TN
Loftin, Stacia	MS	Teacher		
Menchaca, Kristal	MS	Doctoral Study	Cornell	Ithaca, NY
Roetzel, Amy	MS	Doctoral Study	UT – Austin	Austin, TX
Schrick, Brittney	MS	Doctoral Study	TTU – HDFS	Lubbock, TX
2006				
Kanitkar, Kirti	PhD	Stats Analyst	Gallup	Princeton, NJ
Watson, Wendy	PhD	Asst. Professor	Bowling Green	OH
Baker, Mandy	MS	Counselor	CSAR	Lubbock, TX
Bowman, Victoria	MS	Instructor		Amarillo, TX
Herbert, Richard	MS	Doctoral Study	TTU – HDFS	Lubbock, TX
Lin, Shun-Tzu	MS	Doctoral Study	TTU – APS	Lubbock, TX
Song, Qingfang	MS	Doctoral Study	Cornell	Ithaca, NY
Vasudevan, Vandita	MS	Doctoral Study		
2007				
McCarroll, Elizabeth	PhD	Asst. Professor	Texas Women's College	TX
Pause, Caitlin	PhD	Asst. Professor		New Zealand
Rojas, Jennifer	MS	Doctoral Study	TTU – HDFS	Lubbock, TX
Sherley, Lauren	MS	Volunteer Coordinator	CASA	Lubbock, TX

G. Type of financial support available for graduate students

Most *returning* students who requested an assistantship received one in most years, although the number of positions was limited in 2004 and 2006 due to the budget. However, we often do not know the budget early enough to offer assistantships to *accepted* students, which limits the number and quality of accepted students who decide to enroll in TTU. In 2006, the department instituted a more systematic evaluation of assistantship performance. All students who are making timely progress toward their

degrees and are performing satisfactorily in their assistantships are given assistantships in the coming year. Funding for summer assistantships depends on summer school funding; typically 5-8 doctoral students are funded to teach courses and a similar number may receive research assistantship funding.

These assistantships include a stipend and student fees, but do not cover tuition. Students who receive at least a $1000 scholarship pay tuition at in-state tuition rates.

Graduate students benefit from work study. Domestic students who demonstrate financial need are awarded varying levels of eligibility. In 2008-2009, for example, $51,166 of work study was awarded to the HDFS department on behalf of eligible students. This same time frame found the department funding $203,140 to graduate students out of the Masterline account. Additional funding was provided to 8 graduate students from assistantships funded by extramural grants and start-up accounts. At a practical level, work study allows departmental resources to stretch to more students, it is not additional income to students. Only U.S. citizens are eligible and federal financial guidelines are used at Texas Tech University to determine eligibility.

H. Number of students who have received national and university fellowships, scholarships and other awards, and the amounts.

This chart shows the number of students and the amount of awards for College and University level scholarships. The HDFS department utilizes Graduate Tuition funding to provide scholarships of $1000 each to an additional 15-20 graduate students per year. In the current academic year, every full-time doctoral student making timely progress received at least a $1000 scholarship as did 2 of the 7 eligible M.S. students.

Table 4.5: College & University Graduate Fellowships to HDFS Students

	01/02		02/03		03/04		04/05		05/06		06/07	
AWARD	$	# Stud	$	# Stud	$	# Stud	$	# Stud	$	# Stud	$	# Stud
AT&T Chancellors	$6,000	2	$6,000	2	$9,000	3	$12,000	4	$12,000	4	$6,000	2
Cash Fellowship												
Hazlewood							$3,000	1			$6,000	2
Helen DeVitt Jones											$10,500	3
Health/Social Svcs			$4,000	1	$8,000	2	$12,000	3	$4,000	1	$4,000	1
Jones Part-time												
Junction	$1,000	2										
McNair	$3,000	1										
Smith												
Summer Dissertation			$6,000	3	$6,000	3	$2,300	1	$4,650	2		
Urbanovsky												

Water Conservation												
Waterman	$4,000	1										
Family Outreach												
Home and Family												
Mary T. Young												

I. Percentage of full time master and doctoral students who received financial support - in the prior year, the percentage of full-time students with support divided by the number of total FTS.

Table 4.6: Graduate Students' Receipt of Financial Support

	2005-2006	2006-2007
Full-Time with HDFS Support	33	50
Full-Time Students	44	63
Percentage	75%	79%

Usually about 5 other HDFS students receive support from outside the department. These have come from the Provost's office, the Center for the Study of Addiction and Recovery, and faculty from other departments.
Similarly, the HDFS department often funds some students from other departments, usually to teach some sections of our undergraduate classes.

J. Average financial support provided to master and doctoral students - For those receiving financial support, the average financial support provided per full-time graduate students (≥ 9 hours), including tuition rebate, for the prior year, and including RA's, TA's, fellowships, tuition, benefits, etc. that is 'out-of-pocket'.

Table 4.7: Financial Support Levels

	Masters	Doctoral
Monthly Stipend	$1344.66	$1483.33
Benefits		

K. Graduate Student Publications and Creative Activities – Number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations by Master and Doctoral students in the department.

Table 4.8: Graduate Student Publications & Presentations

Publication:	Refereed		Non-Refereed		Poster presentations		Other activities	
Year	Thesis	Diss.	Thesis	Diss.	Thesis	Diss.	Thesis	Diss.
2006	2		1	6	23	11	6	3
2005	2		2	1	11	8	1	3
2004	2	2	2	1	17	5	1	7
2003	1	1	4	3	10	8		
2002		2	1		9	15	2	4
2001		1	3	1	2	7	3	
2000					1		2	1

L. Programs for mentoring and professional preparation of graduate students

Qualities of a mentor include generating opportunities, molding ideas, providing training and guidance, providing time and attention, and caring for a student. Graduate student mentoring occurs in the HDFS 5110 Colloquium class, where new students are helped in their transition to graduate school. The HDFS Graduate Student Association has also started assigning veteran graduate students to new students to mentor them from a student's perspective. Finally, the individual relationship between advisor and graduate student provides important mentoring opportunities.

Professional preparation of graduate students occurs through formal and informal talks by the faculty to graduate students on topics ranging from how to get a job, to the structure of academic departments, to leadership and management issues. The HDFS 5110 Colloquium class also helps to prepare graduate students by presenting on ethics, plagiarism, and the culture and expectations of graduate school. Finally, the Graduate School offers an extensive series of professional preparation workshops and presentations in which the department encourages graduate student participation.

M. Department efforts to retain students and graduation rates.

In the past, the number of students who failed to pass qualifying exams has been higher than we prefer. The department recently implemented a plan to provide more timely and comprehensive feedback to graduate students about their progress in the program. Graduate students now fill out an annual report that includes information on accomplishments in the past year and goals for the next year. The goal of this plan is to identify students who are struggling or having problems early in their plan of study and intervene at that point. For example, leveling classes may be indicated for some students who do not have a sufficient background in HDFS.

N. Percentage of Full-Time Master and Doctoral students – Rolling three-year average of the FTS (≥ 9 SCH) divided by the number of students enrolled (headcount) for the last three fall semesters.

The graduate program in HDFS is designed for full-time study. Hence, the vast majority of Master and Doctoral students in HDFS are full-time status. The few part-time students generally work full-time on campus and take 3 to 6 hours per semester.

The Master's program in gerontology through Great Plains IDEA is designed for people who are working full-time and therefore caters to part-time students.

O. Student-Core Faculty Ratio – Include data for master's and doctoral students - The rolling three-year average of full-time (≥ 9 hours) student equivalent (FTSE) divided by rolling. 'Core Faculty' is full-time tenured and tenure-track faculty who teach 50 percent or more, (or other individuals integral to the program) and, for doctoral programs, those who can direct dissertation research.

Table 4.8: Graduate Student to Tenure Line Faculty Ratio

	01-02	02-03	03-04	04-05	05-06	06-07
Graduate Students	93	83	97	54	63	61
Faculty	24	26	28	19	19	20
Ratio	3.9	3.2	3.5	2.8	3.3	3.0

Note: Department reorganization occurred in fall 2004.

Graduate Students: Contextual Summary with Implications for Further Thought

Application, admission, and acceptance rates have held constant throughout the period of review. Growth in the Ph.D. program would mean that substantial changes in recruitment and higher levels of funding (including tuition remission) are necessary. Graduate student demographic make-up is more diverse than the University as a whole; again, increasing ethnic diversity is likely only to be achieved by providing more substantial funding offers.

The data on time to degree provided through HDFS department records are encouraging – an average of 2.5 years for M.S. students and 4.5 for Ph.D. students. By far the majority of HDFS full-time graduate students are provided with assistantships, and the data on job placement show alumni have good placement records. While the initial placement chart shows many of our alumni continuing on to doctoral study, a group of them is "place bound" in West Texas and has

really not searched for positions outside the region. Given the lack of tuition support for graduate students at Texas Tech, many graduate programs struggle with the population they draw into their programs and their graduates' reach across the nation and world. Still we note the strong initial job placements of Ph.D. graduates. These data on initial positions for our alumni under-represent our alumni's contribution to the field of HDFS. Many of our alumni go on from their initial positions to be leaders in the field. We are proud of the tenure records of our alumni. We have seen that our doctoral alumni are increasingly competitive for top positions since the institution of more rigorous statistics requirements and since recent hires of faculty who are able to offer statistics electives and training in qualitative research methods.

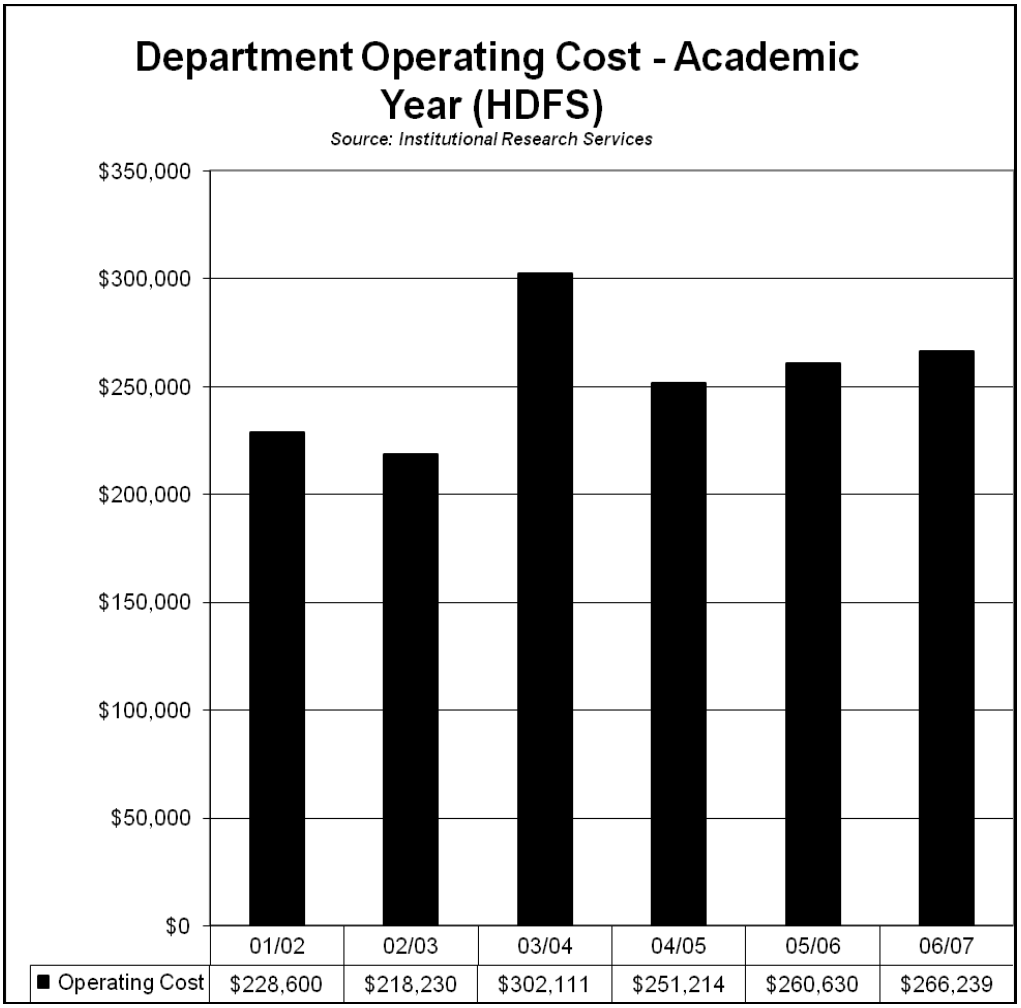
The chapter provided some explanation of long-term and recent efforts to mentor graduate students and to prepare them for professional careers. We strive to assess our students' preparation in light of constantly changing standards and in light of what other programs in our area are doing and producing. We have re-examined the qualifying examination process, the yearly student evaluation process, and assistantship performance. During most of the years of the review, an HDFS graduate student has held a prestigious TEACH fellowship, a recognition of teaching expertise. Our students are very professionally active in conference presentations and in generating manuscripts for publication. The data presented in the chart in section K underestimate graduate students' professional involvement as the chart only includes work co-authored with faculty members. Students are able to access financial support to travel to professional conferences at which they present through a combination of funding from the department, the graduate student organization, the College of Human Sciences, and the Graduate School. We see this support as crucial for their professional development. The quality of their academic work is validated through their presentation and publication activity and successes, and we note a link between the visibility such activity affords them and their job placement achievements.

Funding for graduate education, for most students, is a combination of assistantships, scholarships through multiple sources, and work study. Our students have a track record of being awarded University and College competitive scholarships. Unlike many of our competitors, Texas Tech requires graduate students on assistantship to pay tuition. Though most students pay at the in-state rate due to the receipt of scholarships, having to pay tuition is an obstacle to recruiting the best students from outside the region. Furthermore, we have seen the budget in the Salary account (the "all other faculty" subcategory that includes part-time instructors and graduate students) shrink. In years when the department budget has been limited, our ability to offer assistantships has been compromised. In the current year, the only reason we have been able to fund as many students as in previous years has been because of the increase in external grant funding. In today's climate, students select which graduate program to attend based largely on their offers of financial support; our inability to guarantee assistantships and the lack of tuition funding limits the attractiveness of the HDFS program at TTU among the top students.

V. Department: Structure, Facility, & Resources

The HDFS Department, like most academic departments at Texas Tech University, has several sources of budget codes for departmental expenses. The charts and tables below focus on the operating costs, and salary accounts. The Masterline salary account includes both tenure line faculty positions and "all other faculty" (AOF) lines, from which the department pays part-time adjunct instructors, graduate students who teach (GPTIs), and some teaching assistant positions, as well as professional staff primarily associated with the Child Development Research Center. Additional accounts pay for office staff and some professional staff, including a portion of the graduate secretary position. Graduate tuition funds pay for scholarships, some costs associated with graduate education (part of the graduate secretary's salary). Course fees and special instruction fees provide funding for costs associated with specific courses, most notably graduate statistics courses. The Director of the Graduate Program position is associated with a 1 course reduction in teaching load for each of the long semesters and a small administrative stipend.

A. Department operating expenses



Note: Academic year 2002-2003 was not a year of budget reduction; there were delays in budget deposits that show up in the 2003-2004 years.

Department Operating Costs as a Fraction of Employees

	01/02	02/03	03/04	04/05	05/06	06/07
Dept Operating Cost	$228,600	$218,230	$302,111	$251,214	$260,630	$266,239
Faculty & Staff	54	58	58	43	43	54
Dept Op Cost /FS	$4233	$3763	$5209	$5842	$6061	$4930

Note: Faculty & Staff is defined as the supplied IRIM data for faculty plus 5 for staff.

B. Summary of Proposals (submitted)

Table 5.1: Number of Proposals Written and Accepted

DEPARTMENT COMPLETES

	Foundation		State		Federal		Others		Successfully funded	
	D	M	D	M	D	M	D	M	D	M
2006		2			1	10		1		12
2005		2		1	3	21		2	2	26
2004						25			2	12
2003	1		1	1	3	8			3	14
2002	1	3	1	1	3	11		2	2	18
2001	2	10	1	1	5	13		1	5	13

D = proposals written by CO-PI's from HDFS department only
M = proposals written by CO-PI's from multiple departments

C. External Research expenditures

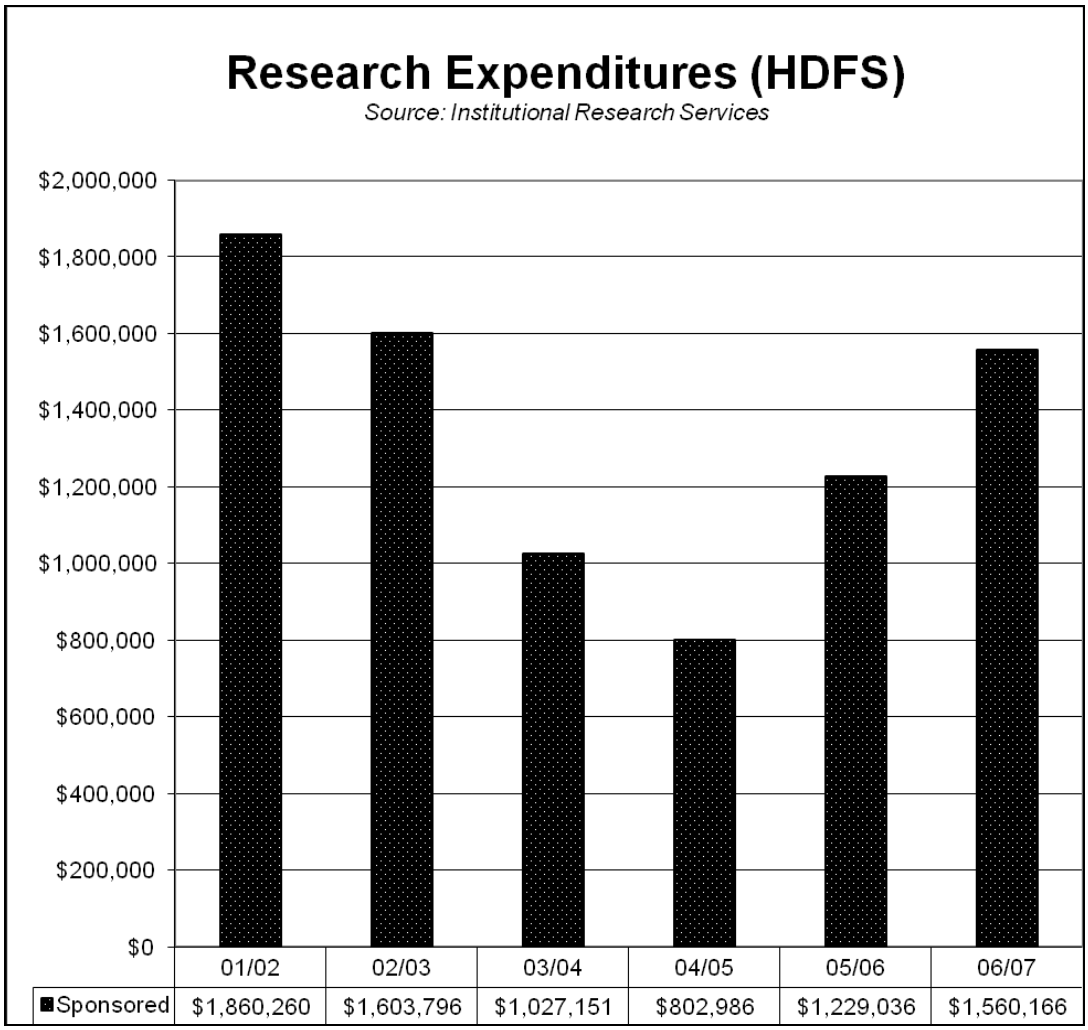
Table 5.2 below needs to be interpreted in light of the change in HDFS department faculty in 2004 – the removal of 8 faculty members in the Marital and Family Therapy area. Another change is that the Institute of Child and Family Studies (ICFS) was a major grantee for evaluation and training of Head Start programs. Federal funding for this work declined substantially in 2003-2004, and the ICFS funding was low from that point on. Currently, the ICFS has changed its vision and mission to focus on child and adult trauma; under the direction of the Rockwell Chair hired in fall 2008, it is actively seeking a variety of funding sources.

Since the departmental re-organization in 2004, the HDFS faculty have been quite successful with grant funding. While the number of awards to the HDFS department has dropped, the size of the grant award has increased. Because current grant funders include NIH, NSF, USDA, and US HHS, the amount of F&A associated with these grants greatly exceeds the amount in previous years. Note as well that the comparator universities are land-grant institutions with access to USDA Cooperative State Research Extension and Education (CSREES) funding that is not available at Texas Tech University.

Table 5.2: SUMMARY OF FACULTY AWARDS BY HOME DEPARTMENT

Source: Office of Research Services

Year	*Number of Awards*	*Facilities & Administrative*	*Award Amount*
01/02	19.45	$157,870	$1,860,260
02/03	18.52	$210,417	$1,603,796
03/04	11.09	$102,428	$1,027,151
04/05	11.72	$78,915	$802,986
05/06	9.50	$199,119	$1,229,036
06/07	8.84	$277,686	$1,560,166
Totals:	***79.12***	***$1,026,436***	***$8,083,395***



Note: the department reorganization occurred in Fall 2004, thus, the first three bars include the 8 faculty from MFT who switched to the APS department. The data from 04/05 to present represent the current HDFS faculty.

Table 5.3: Comparison of Research Dollars

Comparison of Research Expenditures	01/02	02/03	03/04	04/05	05/06	06/07
University of Illinois	$2,216,066	$2,297,295	$2,070,189	$2,238,695	$2,013,350	$2,209,200
Ohio State University	$469,089	$385,943	$555,083	$931,228	$1,345,085	$1,963,156
Texas Tech	$1,860,260	$1,603,796	$1,027,151	$802,986	$1,229,036	$1,560,166

Note: The University of Illinois and Ohio State University are both land grant institutions with access to USDA Cooperative State Research Extension and Education funding that is not available to Texas Tech University.

D. Internal Funding

Table 5.4: Source of Internal Funds (TTU)

Source: Institutional Research Services

	01/02	02/03	03/04	04/05	05/06	06/07
Research Enhancement						
Research Incentive	45,279	29,412	38,635	22,119	9,751	28,202
Line Items						
Interdisciplinary Seed Grants						
New Faculty Start-ups		93,932	51,000	55,200	44,500	88,500
Matching from VP of Research			13,000			30,000
Special needs and opportunities						18,000
Research Promotion						
Graduate School Fellowships	14,000	16,000	23,000	29,300	20,650	26,500
HEAF		20,000	25,000	25,000	23,000	30,000
TOTALS:	***$59,279***	***$159,344***	***$150,635***	***$131,619***	***$97,901***	***$221,202***

Note: Interdisciplinary seed grant funding data were not available, but at least 6 faculty were involved in this funding stream during the review period.

E. Scholarships and endowments

The HDFS department has 2 endowed professorships: the Hutcheson and the Rockwell. The Hutcheson professorship is awarded to an HDFS faculty member for a 2 year period. The selection committee is composed of previous Hutcheson professors and the department chair. The amount of the award provides a stipend to the professor of approximately $10,000 - $12,000 plus an operating budget of a similar amount. Often the operating budget is used to appoint a graduate student.

The Rockwell professorship was secured in 2007 and we hired the Rockwell Professor in spring 2008. The Rockwell Foundation based in Houston, TX supports this professorship. The full title is Rockwell Professor of Child and Family Programs and Policies, consistent with the mission of the Rockwell Foundation. The appointment is for the Director of the Institute of Child and Family Studies. This appointment is designed to be a continuing one, with 3 year review by the department chair and the Dean of the College of Human Sciences. Award levels are similar to those of the Hutcheson.

F. Departmental resources for research and teaching (i.e., classroom space, lab facilities)

There are currently 5 research labs that are utilized by faculty members with research projects (generally projects with internal or external funding). If graduate students on assistantship are not officed through a lab, they have carrels in one of two large rooms (Human Sciences 302 or 269). Some attempt is made for 302 to be used by instructors of undergraduate classes and by TAs, and for the other room to be for research assistants primarily. For two years, we provided office space to doctoral students working on their dissertations in The Cottage, which had previously been part of the old CDRC, but this space is no longer part of the HDFS department.

Because COHS has so many undergraduate courses, classroom space can be quite limited. Graduate courses are primarily offered in a small seminar room scheduled through the HDFS department, although the conference room in the HDFS Main Office suite (507) is occasionally used as an overflow room. Graduate statistics courses are typically taught in a computer lab (Human Sciences 306C) reserved for graduate education. Access to the full range of statistical software (e.g., STATA, MPLUS, AMOS, HLM, MAXQDA, ATLASTI) is incomplete for graduate instruction and research. There is a need for more computers with a variety of statistical software packages.

In 2009, the department starts construction on a 3,500 ft^2 observational research suite on the west side of the fifth floor of the Human Sciences building (see sketch below). The space will allow faculty and graduate students to conduct research on children, youth, and families in a private space. It will also provide opportunities for undergraduates to observe ongoing research activities. Multiple research activities will be operational at one time. This space was funded through a partnership with the Office of Research Services, the College of Human Sciences, the HDFS Department, and a generous donor (an alumna of the department). HDFS, through HEAF funds and returned F&A, is funding the sophisticated equipment necessary for the observational methodology to be used.

The space will consist of a focus group room, interview rooms, observational rooms, a central coding room, a family waiting room, camera rooms, and a research room. The focus group room will enable researchers to bring in a number of individuals at once to discuss a topic. The interview rooms will provide a quiet and confidential setting for participants to be interviewed one-on-one. The observational rooms will allow researchers to view and record the behaviors of individuals or dyads. The central coding room is where research assistants will code videotapes, transcribe interviews, enter data, and conduct statistical analyses. The family waiting room will provide families a place to review consent forms and fill out questionnaires, play with toys, and relax while other family members are engaging in research. A restroom attached to the waiting room will mean that families do not have to use building's regular facilities, which are not child-friendly. The camera rooms enable the researcher to record activities in the observation rooms through two-way mirrors. The research room will be a multi-purpose room which can house a working area for graduate students with on-going research projects and allows the researcher to see when participants are entering the suite.

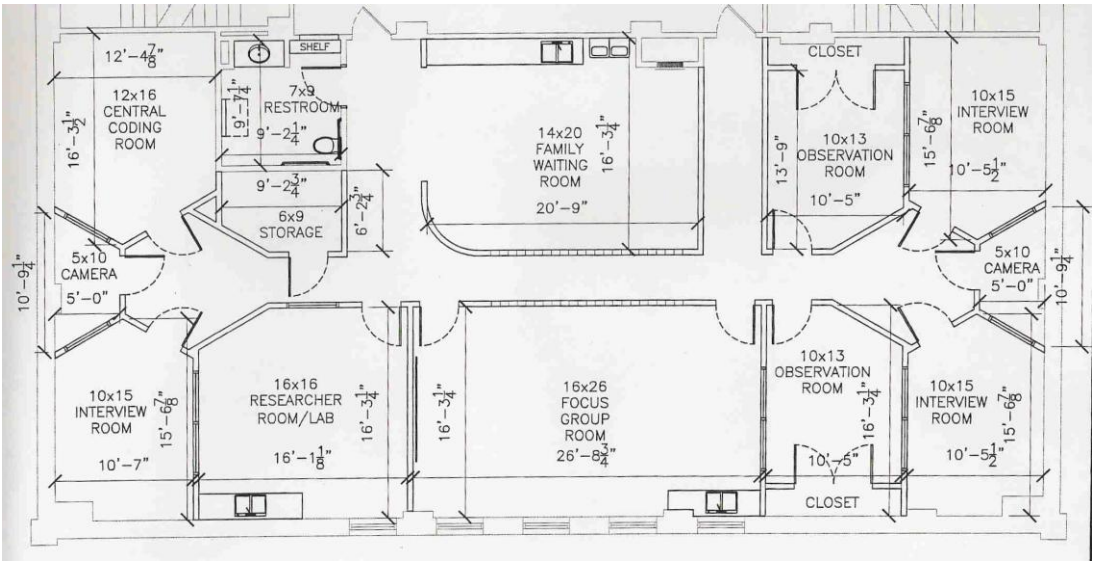


Figure 5.1: Design of HDFS Observational Research Lab

Table 5.5: HDFS Facility Space

Type of Space	Number of Rooms	Total Assignable Square Feet
OFFICES:		
Faculty & Administration	24	5813
Clerical	6	1422
Graduate Assistant	3	2518
Technician	0	-
Emeritus	0	-
LABS:		
Special Instruction Labs	0	-
Research Labs	5	787
STORAGE:	2	159
LIBRARY:	0	-
CENTERS & OTHER FACILITIES:	2	24000 (CDRC) + 14268(EHS)
Office		
Lab (Instruction & Research)		
TOTAL SQUARE FEET		48,968

Note: CDRC is the Child Development Research Center. EHS is Early Head Start.

G. HEAF expenditures

Table 5.6: HEAF Expenditures

	TOTAL
2006	$30,000
2005	$23,000
2004	$25,000
2003	$25,000
2002	$20,000

HEAF funds are primarily used to upgrade computers. Secondary usage includes video and audio equipment for research. HEAF funds are rarely used for classrooms.

H. External Program Accreditation – Name of body and date of last program accreditation review, if applicable. Include description of body and accreditation specifics.

The graduate program does not have an external program accreditation.

Department: Structure, Facility, & Resources -- Contextual Summary with Implications for Further Thought

The HDFS Department appears to have adequate administrative support. As a unit that values graduate education and research, it devotes resources to the graduate program, including a half-time staff person (the Graduate Program Secretary) and providing an administrative stipend and a course release for the Graduate Program Director. The Graduate Committee serves as a screening committee for applicants, evaluates aspects of the graduate program, and suggests policy changes that are brought before the Graduate faculty. The Department also has an Executive committee including the Department Chair, Graduate Program Director, Associate Chair, and Early Childhood Program Director. This group is charged with overseeing the administration of departmental policy and the conduct of the graduate and undergraduate program housed within the department. This group coordinates course scheduling, assistantship awards, scholarship awards, and other responsibilities.

Departmental budget information obtained from IRIM is incomplete and misleading at times, due to changes in the department in 2004 and due to the emphasis on the operating budget. In terms of funding for faculty research, again data prior to 2004 provide a misleading picture of the department as it is at present. Prior to 2004, the Institute of Child and Family Studies was a

primary source of funds for the department via contracts from the federal and state Department of Health and Human Services. They were one of the most well-funded evaluators and technical assistants and trainers for Early Head Start and Head Start programs in the region and nation. Such funding streams no longer exist, and the mission of the Institute of Child and Family Studies has changed dramatically. This Institute is positioning itself to garner federal, regional, state, and local funding for work on child and family trauma.

In terms of external funding to the department, it is noteworthy that a smaller faculty since 2004 has produced bigger grants with more F&A returned to Texas Tech. However, out of the F&A generated, the proportion returned to academic units at Texas Tech, while increasing over the years of this review, is still quite small compared to other research universities. Some of the research activity in the department that is externally funded comes in the form of state and local contracts which provide reduced or no returned F&A. Nevertheless, this funding is important to the departmental vision of providing meaningful outreach to the community.

Faculty have been active in seeking funding, both external and internal funding. Our average start-up for new faculty has been around $45,000, but this includes 2 graduate assistants per new faculty member. Faculty members in HDFS actively compete in university RFPs, but we have experienced limited success, in spite of our faculty's high publication success and research productivity in general. Increasing the social science composition of review teams and increasing the transparency of the review process would be helpful. More true "seed money" for small grants would be useful as well; most federally funded grants now have extensive preliminary studies as part of the grant application. A source of funding unavailable to us at Texas Tech is land-grant funding, from USDA Agricultural Experiment Stations. The comparator universities in this review are both land-grants, with these sources of funding. The College of Human Sciences is cooperating with Texas A&M (which has no academic unit in the Human Sciences), to develop a partnership that may enable faculty from the College to be involved in such funding mechanisms.

In the summer of 2008, the HDFS Department with partial support from the College of Human Sciences sponsored a grant writing program for interested faculty. It paired senior faculty members with records of federal research funding with a group of six heretofore unfunded faculty members, as they developed and refined proposals for funding. In the fall of 2008, 3 of the faculty received internal funding, and 3 submitted grant proposals to NIH, with 2 additional faculty members on track for winter submissions.

In terms of facilities, additional classroom space in Human Sciences is sometimes necessary for graduate courses, especially for increasing class sizes. Computer lab space is limited and the computers are only marginally adequate in terms of their software. It is difficult for HDFS and COHS to find resources to pay for continual upgrades for the statistical packages necessary for doctoral level statistics coursework. And we are challenged to keep computers available for graduate students as research assistants and for their own research loaded with the ever-expanding repertoire of statistical software programs. Research universities are networking their statistical software programs. We see this as an efficient use of resources that would benefit our graduate students' accessibility to this software for their coursework and their research programs.

VI. Conclusion

Curriculum and Programs of Study

Strengths:
- Interdisciplinary and diverse.
- Increased coverage and resultant expertise in statistics and research methods.
- Increased emphasis on graduate coursework in the department.
- Demand and regard for our classes, notably statistics and methods courses, across the University.
- Great Plains IDEA investment in Gerontology is recouping benefits and the strong model of inter-university consortium among graduate faculty members at 5 research universities has benefitted graduate education and professional training across U.S.

Needs:
- More demand exists for some graduate courses than faculty to teach them.
- Curriculum offerings would be improved with consistent funding that would enable planning, and with graduate program examination of requirements and electives.
- Funding to facilitate enhanced involvement in Great Plains IDEA, the online M.S. program. Such funding was applied for and denied in the 2008 Growing Graduate Program Initiative.

Faculty Productivity

Strengths:
- High productivity as evidenced by publication in professional, refereed journals and other outlets; presentations; grant activity; leadership and visible service to the profession; and the University's record of workload. Such rates were high in 2001 and have increased.
- Strong record of promoting and tenuring faculty: since the new departmental configuration, no faculty member has been denied a promotion or tenure; 4 have been promoted to the rank of Professor; 2 to Associate; and 3 received tenure.
- The ethnic diversity of the graduate faculty has increased and is the highest of any unit in COHS. The department faculty has a higher proportion of women and ethnic minority members than the University average.
- Pool of applicants for recent faculty positions since 2004 has been markedly better than in previous times.

Needs:
- Faculty turnover has slowed since 2005; during the review period, except for the departmental re-composition, the turnover that existed could have been attenuated if Texas Tech University had a policy similar to that at many major universities to support spousal hires. Our ability to retain the faculty we have is compromised by the lack of such a policy.
- Salaries are low in our field and lower than our comparator universities, especially at the Associate Rank and among the recently promoted Professors.

Quantity and Quality of Graduate Students

Strengths:
- Diverse applicant pool.
- Timely graduation.
- Increased doctoral enrollment.
- Accomplished professional record, in terms of professional acceptance at national conferences and refereed publications.
- Good support for professional conference travel, from a combination of sources (grant, departmental, College, and Graduate School). COHS provides template and resources for professional poster preparation for graduate students when they are first authors.
- Strong placement record of Ph.D. students; our alumni make visible and distinguished contributions to the profession.
- Quality is evidenced by the product – student graduation, student publications and presentations, placement.
- Quantity has grown, consistent with department and University goals.
- Current quantity is appropriate for the size of the faculty.
- We have taken advantage of opportunity for growth in M.S. program, via the online Great Plains IDEA program, reaching out to a new population across the U.S., thereby allowing us to increase M.S. hours.

Needs:
- Enhanced graduate student financial support – we need scholarships to offset the need for students to pay tuition and we envision a program of such tuition-level financial support (in addition to the existing assistantships and scholarship packages) for 5 doctoral students in each cohort to fund their tuition for 3 years.
- More faculty positions to allow us to cover courses in the full range of lifespan development and relationships in context.
- Departmental input into the assignment of Graduate School Fellowships.
- Fellowships to recruit the best students – that segment that does not apply to our program when they learn they must pay tuition.

Department Structure, Facilities, & Resources

Strengths:
- Administrative structure supports graduate study.
- Increase among the HDFS faculty in extramural funding, especially noteworthy given departmental reconfiguration and the change in Institute of Child and Family Studies, as evidenced by increased external funding from 2004 to present, and in increased federal funding with F&A return.
- HDFS faculty members are active seekers of resources, including internal, regional, state, and federal funding.

Needs:
- Increasingly, resources are needed to obtain and keep current licenses for statistical software programs. Even though we assess special instruction fees on our

doctoral courses, the need for statistical software packages has increased more than revenues from this one funding stream can support; in addition, these programs are needed for graduate student research. It would be most efficient for servers to have these programs on them, preferably at the University level, or else among a consortium of social science researchers, or some larger group that can support such work.

- We have experienced a reduction in our salary account that funds part-time instructors and graduate assistants. We cannot grow the doctoral program without assistantships.
- Budget information could be provided in a more timely manner than it presently is, so that offers for new graduate students with funding could be confirmed prior to students' deadlines for making acceptance decisions. Such budgetary delays also pose obstacles for constructing course schedules.
- Seed money for graduate student research would be beneficial – students need the experience of writing proposals and a little bit of funding would position them for receiving R03 NIH awards when they are junior faculty.
- Seed money for faculty research – the HDFS faculty are very successful in receiving competitive grants from external funders, but more could be successful particularly among the ranks of junior faculty with a small university investment.
- Classroom space used to be adequate, but growth in our statistics courses and the demand for more content courses to keep up with the size of our doctoral program has resulted in a squeeze on our one departmental seminar room (Human Sciences 224). That room is too small for some graduate courses, and the graduate computer lab (Human Sciences 306C) does not have adequate numbers of computers with the full range of software necessary for our graduate courses in methods and statistics.
- Facilities for research and offices vary widely – Currently 2 tenure line faculty members are in substandard offices; it would be desirable for faculty members to have better space for their graduate students in lab or research suite configurations as do 5 faculty members at present. The Observational Research Lab to be constructed in spring 2009 will provide space for conducting observational research. This space was funded through a partnership. This lab will not address the need for acceptable office space for graduate students working on data analysis for ongoing faculty research projects.

VII. Appendices:

A. Syllabus for HDFS 6390 / HDFS 4390

B. Strategic Plan

C. Graduate Course Offerings

D. Recruiting Materials

E. Graduate Student Handbook

F. Graduate Student Association(s)

G. Graduate Faculty Information

APPENDIX A
Syllabus for HDFS 6390 / HDFS 4390

HDFS 6390-001/4390-001
Program Development and Evaluation
Second Summer, 2007

Professor: Miriam Mulsow, Ph.D.
Office: HS 407
Phone: 742-3000 x 266
Office Hours: Tuesday, 2-3, Wednesday, 2-3. Also by appointment.
E-mail: miriam.mulsow@ttu.edu

Course Materials

Texts: Rossi, P. H., Freeman, H. E., & Lipsey, M. W. (2004). Evaluation: A systematic approach (7th edition). Thousand Oaks, CA: Sage.

Patton, M. Q. (1997). Utilization-focused evaluation: The new century text (edition 3). Thousand Oaks, CA: Sage.

Course Description

Theory and practice of program evaluation. Overview of some of the factors involved in program development. The class will evaluate a portion of an ongoing program. The class will also review evaluations conducted by other researchers in order to gain exposure to a wide variety of issues in program development and evaluation.

Course Requirements

Each student will be responsible for completing all of the reading for each day before class time and for coming prepared with material to discuss on each day's readings. As you read, make notes on anything that you aren't clear on, then take these questions and concerns to class and we will discuss them. There are a few points in the reading that may be somewhat confusing, so you will probably want to discuss some of the issues covered. We will be applying the material you read to the program that we will evaluate. Each graduate student will also apply the reading to one research article (see assignment below) so make sure you have located this article by the third class session on July 12. Please provide a copy of your article to Miriam Mulsow by July 13. If the article is available online, you may email the copy. Otherwise, please

provide a "hard copy." In addition to the reading assigned on this syllabus, each member of the class will be responsible for reading the article to be discussed that day before class time.

Grading for the semester will be calculated as follows:

Participation	100 points
Evaluation Plan (due July 23)	100 points
Review/Critique of Research: (required of graduate students only)	
Presentation of Research (one per day, July 16-22):	100 points
Written Review/Critique (due July 26):	100 points
Program Evaluation Report (Sections due Aug 8, Full due Aug 10):	
Each student's individual section of the report	100 points
Each student's compiled, final evaluation report	100 points

Graduate Student Grading Scale	Undergraduate Student Grading Scale
536-600 points = "A"	357-400 points = "A"
476-535 points = "B"	317-356 points = "B"
416-475 points = "C"	278-316 points = "C"
	237-277 points = "D"

Graduate Student Reviews/Critiques & Presentation of Research: Each graduate student participant will locate one research article that involves an evaluation of a program in the student's field of interest and provide Miriam Mulsow with a copy of that article (emailed or "hard copy") by July 13. Between July 16 and July 22, one article will be presented each day, covering the material in the article as it relates to the reading for that day. Look over your article and each day's assigned readings and decide on first, second, and third choices for days that you want to present your article. Because you will be relating your article to the information covered in one day's readings, you will need to identify assigned readings that can be readily linked to the article you have chosen. If there are days when a member of the class is not presenting, we will have supplemental readings provided by Miriam Mulsow. If you have trouble locating an evaluation related to your field of interest, you may go to Miriam Mulsow's office and look through the evaluation journals she has to find one there.

On July 26, a written summary of your chosen article and review of the methods used and the strengths and weaknesses of the evaluation conducted and reported in the student's chosen evaluation article will be due. Whereas the presentation (described more fully in the next paragraph) will involve discussion of the article only as it relates to the reading for that day, the written portion of this assignment will include information from the readings and class discussion for the entire class. Students will compare evaluation methods used and reported in the article to those discussed in the readings and class. The review/critique should be prepared in APA 5th Ed. Style and should be between three and ten pages long, double-spaced. Please email your article review/ critique to Miriam Mulsow by July 26.

(Further explanation of individual presentations of research) Each class day, starting on July 16, one graduate student will present and lead a discussion of his or her article (the same as the one used for the written summary) as it relates to that day's readings. The purpose of this process is to create an opportunity for exposure to a wide variety of program evaluations in the various research bases from which we are working. Presenters will lead discussions comparing the methods used in their articles to methods presented in the texts, including the merits and problems with each. One fertile area for discussion commonly involves the difference between "textbook" evaluation methods and conducting evaluations in the "real world."

Program Evaluation: Participants will each be assigned roles by the evaluation team, composed the members of the class, in an evaluation of the Parents as Teachers program run by the Parenting Cottage in Lubbock. Denese Thetford of the Parenting Cottage has materials available that will help the team in deciding what they will do for the evaluation and how they will do it. She is also prepared to meet with the team to discuss the program and its evaluation. The class will act as a consulting team that is "contracted" to evaluate the program. There is a $500 budget available for this evaluation, paid by the Parenting Cottage. How this money will be used is up to the consulting team. Some examples of how it can be used include to purchase refreshments for focus groups, to pay participants, or even as payment to the team for their work. There are probably many other possible uses for the money. Within reason, its use is up to the team's discretion. I will be present to offer guidance, but members of the class will be responsible for deciding what tasks are needed and who does what task in the evaluation, for scheduling the evaluation such that it is completed in a timely manner, and for managing the group dynamics of the evaluation team. This is part of the learning experience.

In order to give each student in the class an equal voice in the development of the evaluation plan, students will each propose a plan for how to conduct the evaluation using the time, people, and resources available. These Evaluation Plans are to be written and turned in on July 23. These plans should include

roles for each student in the class, taking into account personalities, schedules, and prior experience. The plans should also include a timeline for the completion of each step of the evaluation. The class will discuss these plans on July 23 and will formulate a combined plan from which the team will work, starting July 24.

Each student will write an individual evaluation report based on his or her section of the evaluation and email copies of this report to the entire class, including Miriam Mulsow, no later than August 8. By August 10, each student will be required to compile the individual sections into a cohesive whole and submit this as a final evaluation report of the entire evaluation to Miriam Mulsow. This should also be submitted by email.

The end product of this work will be submitted to the Parenting Cottage and may be submitted for publication in a refereed journal. It may also be submitted to the American Evaluation Association for presentation at their annual conference. Miriam Mulsow will decide on order of authorship for the journal article, based on the proportion of each student's final report that is used in the journal article. The amount of time a student spends outside of class on helping to compile the combined final reports from the class into one publishable article will also be taken into account when determining order of authorship. All students who participate in preparing the class reports for publication will be listed as authors. Taking the individual reports and combining them into a journal article does not have to be done this summer. We can do most of it next fall (07).

Students with Disabilities

Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. Students should present appropriate verification from Disabled Student Services, Dean of Students Office.

Course Schedule

Note VERY heavy reading load per day! Do not get behind or you will find it almost impossible to catch up!

July 10 Tuesday	Introduction; Discuss syllabus and expectations for class. Evaluation team meets to plan evaluation process Part of today's class will be spent finding research articles so that we can schedule the presentations by Thurs.
July 11	What is Program Evaluation?

Wednesday	Discuss Rossi, Chapter 1 and Patton, chapters 1-2. Evaluation team meets to plan evaluation process
July 12 Thursday	Evaluation in the "real world:" Politics and hidden agendas Discuss: Rossi Chapters 2 & 12, Patton Chapter 14. Evaluation team meets to plan evaluation process
July 13 Friday	Designing evaluations so that they will be used Discuss: Patton Chapters 3-5 and assign presentation dates. Evaluation team meets to plan roles in evaluation process
July 16 Monday	Focusing an evaluation, Patton's style Discuss: Patton Chapters 6-9, Bree's article Evaluation team meets to plan roles in evaluation process
July 17 Tuesday	Program Theory Discuss: Patton Ch 10, Rossi Ch 5, Kristina's article. Evaluation team meets to plan roles in evaluation process
July 18 Wednesday	Methodology Discuss: Patton Ch 11-12, Rossi Ch 3-4, Elise's article. Evaluation team meets to plan roles in evaluation process
July 19 Thursday	Evaluation design, Rossi's style Discuss: Rossi, Ch 6-9, Kimberli's article. Evaluation team meets to plan roles in evaluation process
July 20 Friday	Data analysis Discuss: Patton, Ch 13, Rossi Ch 10-11, No article for today. Evaluation team meets to plan roles in evaluation process
July 23 Monday	Patton gets the last word Evaluation plans due, Form evaluation team Discuss: Patton, Chapter 15, Shera's article, and individual evaluation plans.
July 24 Tuesday	Evaluation begins
July 26 Thursday	Graduate student typed article critique due.
July 24, TU –	Evaluation team conducts evaluation. This can be done

Aug 6, Mon	whenever the evaluators and stakeholders are able to arrange it. There is no set schedule as long as it is completed by Aug 6
Aug 8	Individual evaluation reports emailed to each member of the evaluation team (class) and to Miriam Mulsow by 5 pm.
Aug 10 Wednesday	Each team member emails his or her final evaluation report/summary to Miriam Mulsow by 5 pm.

Name	Date of Presentation
Bree Dennis	July 16
Elise Howard	July 18
Kristina Keyton	July 17
Shera Thomas-Jackson	July 23
Kimberli Ulmer	July 19

APPENDIX B
Strategic Plan

The HDFS departmental strategic plan is shown below and it is also located at the following website: http://www.depts.ttu.edu/hdfs/strategic_plan.php

Mission Statement

The Department of Human Development and Family Studies is a multidisciplinary department that applies contextual and systemic frameworks to the study of individual development and relationship processes across the life span through research, teaching and service.

Vision Statement

The Department of Human Development and Family Studies will

Be a department of nationally known scholars and educators in our core discipline of Human Development and Family Studies;
Integrate diversity into every aspect of the departmental mission including; faculty, students, curriculum, and research;
Create and maintain nationally-recognized programs grounded in the core discipline;
Publish and disseminate exceptional research in each program;
Promote the optimal growth and development of individuals and families;
Provide meaningful outreach and service to our surrounding community;
Develop socially responsible students who can apply their substantive knowledge and critical thinking skills to their own lives, to the profession and to the wider community.

Core Values

The Department of Human Development and Family Studies is committed to the values of

Excellence in the advancement of knowledge
Highest educational standards in teaching at all levels
Academic integrity
Respecting and fostering diversity
Collaboration and mutual respect
Service to the university and the profession
Outreach and community partnerships
Shared governance and academic freedom

GOALS, BENCHMARKS and OBJECTIVES

GOAL 1. Access and Diversity: Recruit, retain and graduate an academically prepared and diverse student body in the Department of Human Development and Family Studies.

Benchmarks *(measures of the degree of success over the next 5 years):*
1. Student diversity more closely reflects the high school population of Texas.
2. Increase the percentage of students in HDFS from under-represented groups for each year for the next five years to more closely reflect the population of Texas.
3. Optimal undergraduate enrollment for each program.
4. Pool of 50 completed graduate applications each year.
5. Graduate enrollment of 75 students.

Objectives:

Objective 1.1: Implement an enrollment management plan to achieve optimal enrollment in all undergraduate and graduate programs.

Strategies:

1. Determine for each academic program the optimum numbers that can be served as undergraduate, masters, and doctoral students.
2. Admit the number of top candidates as appropriate for each program.
3. Monitor progress of students.

Assessment:

Percent of optimum enrollment achieved.

Objective 1.2: Implement a recruitment and retention strategy for students in underrepresented groups.

Strategies:

1. Maintain a standing Diversity Committee at the Department level to plan retention and enrollment strategies for under-represented groups.
2. Identify the current paths our minority students take to reach the department. Widen these paths and add additional missing paths that are likely to bring success.
3. Maintain a Student Ambassador Program to identify strong minority students who can assist freshmen and sophomore students as they transition to college.
4. Participate in programs with area high schools where minority enrollments are high to increase awareness of HDFS programs.
5. Interface with Texas Tech programs which target underrepresented student groups.

Assessment:

Departmental diversity in relation to the Texas high school population.
Retention rates of minority students.
Number of minority students from new sources.

Objective 1.3: Recruit, retain, and graduate academically prepared undergraduate and graduate students.

Strategies:

1. Develop organized and aggressive recruitment efforts including well-organized and professionally prepared materials.
2. Improve the pipeline from the undergraduate to the graduate programs.
3. Increase the amount of participation in research by undergraduate students.
4. Increase the expectation and training for faculty members to recruit and retain graduate students.
5. Make recruiting and retention a priority for all members of the departmental community.

Assessments:

Undergraduate enrollment.
Number of completed applications for HDFS graduate programs.
Number of graduate students in the department.
Number of graduate students from the HDFS undergraduate programs.

Objective 1.4: Increase financial support for undergraduate and graduate students.

Strategies:

1. Increase research funding for graduate and undergraduate students.
2. Work actively with the Development Officer to identify, cultivate, and solicit donors for scholarship/fellowship gifts.
3. Make cultivation of current and potential donors a priority for all members of the departmental community.
4. Utilize all available mechanisms to disseminate information related to external support available from professional and industry groups.

Assessments:

Amount of scholarship funds available for the department.
Level of scholarship endowment.

GOAL 2. Academic Excellence: Achieve program excellence at the national level.

Benchmarks *(measures of the degree of success over the next 5 years):*

1. Demonstrated teaching effectiveness through teaching awards, selection to teaching academy, and participation in teaching improvement activities.
2. TEXAS Exam passing rates for the Early Childhood Education students will continue to be 80% or above.
3. Increase the percentage of undergraduate student credit hours that are taught by tenure track faculty.
4. Retain recognized national program accreditation/registration.
5. All programs that have subject matter accreditation receive and maintain that accreditation.

Objectives:

Objective 2.1: Improve the national and international ranking of the undergraduate and graduate programs in HDFS.

Strategies:

1. Update curriculum offerings to include current research.
2. Increase faculty and graduate students participation in state, regional, national and international professional conferences.
3. Increase the number of published papers by faculty and graduate students.
4. Network with professional colleagues at potential funding agencies to stay current with opportunities related to specific disciplines.
5. Encourage and assist students in applying for nationally recognized scholarships.
6. Increase the number of students affiliated with honor societies.
7. Evaluate scores on professional examinations.

Assessments:

ACT/SAT scores of incoming freshmen and transfer students.
GPA of incoming freshmen and transfer students.
Number of publications and presentations by undergraduate and graduate students.
Faculty participation in the presentation and publication process.
Number of national scholarships.
Success on professional examinations.
Student participation in programs and conferences.

Objective 2.2: Improve the quality of teaching and learning in the HDFS Programs.

Strategies:

1. Institute a teaching practicum for all new instructors in HDFS.
2. Conduct annual teaching workshops for new faculty, part-time instructors and graduate student instructors.
3. Include regular classroom visits for new instructors.
4. Continue the utilization of the TEACH program by graduate students.
5. Improve utilization of the TLTC by faculty.
6. Systematically evaluate the curriculum to delineate course objectives and course overlap.

Assessments:

Number of faculty members participating in teaching enhancement programs.
Student evaluation of faculty teaching.
Number of teaching awards.

Objective 2.3: Maintain accreditation/certification status of the programs in the department.

Strategies:

1. Encourage involvement by faculty in national offices of the accrediting agencies.
2. Complete accreditation reviews in a timely manner with high quality dossiers.
3. Review degree plans and syllabi for adherence to accreditation/certification requirements.
4. Support faculty attendance at annual conferences for professional organizations who are responsible for accreditation.

Assessments:

Accreditation approval from accrediting agencies.

Objective 2.4: Increase service-learning options in each major.
Strategies:
1. Consider giving extra credit for volunteer work.
2. Increase the number of connections with community agencies.
3. Solidify current relationships with agencies through a more consistent placement of students.
4. Increase the number of courses that include service-learning requirements.

Assessments:
Number of courses with volunteer or service-learning component.
Number of faculty offering volunteer or service-learning opportunities.
Number of students participating in volunteer activities or service-learning.

Objective 2.5: Continue tracking of graduate student placement and maintain appropriate and useful records.
Strategies:
1. Conduct regular surveys of graduates.
2. Document the placement settings of graduates.

Assessment:
Percentage of graduate student graduates for whom we have placement documentation and current addresses.

GOAL 3. Engagement and Partnerships: Develop collaborations and partnerships within the university and within the broader community.

Benchmarks *(measures of the degree of success over the next 5 years):*
1. Maintain and expand existing programs with community agencies and establish new outreach programs in areas of need.
2. Formalize HDFS relationship with Texas Agricultural Extension Service.
3. Increase the number of articulation agreements.

Objectives:
Objective 3.1: Establish multidisciplinary relationships among programs within the college, university, the Health Sciences Center, and the broader community.
Strategies:
1. Hold cross-discipline meetings of faculty to discuss multidisciplinary opportunities for collaboration.
2. Faculty participation in multidisciplinary research.

Assessment:
Number of multidisciplinary grants and projects.

Objective 3.2: Enhance existing partnerships and create new ones with community colleges and post secondary educational institutions.
Strategies:

1. Submit expansion grants for Child Development Research Center (CDRC), Early Head Start (EHS), and other service programs.
2. Develop relationships with the HDFS equivalent at South Plains College.
3. Explore the possibility of dual credit courses and course equivalencies with South Plains and other community colleges.
4. Support developing grants being written with Agriculture Extension.
5. Enhance existing relationship with College of Education.

Assessments:

Successful maintenance and expansion of grant awards.
Successful grants with agriculture extension.
Number of articulation agreements

Objective 3.3: Apply departmental expertise to community needs through grants and contracts.

Strategies:

1. Maintain high level of grant and contract activities between HDFS and granting/funding agencies.
2. Consider expansion possibilities of grant activities with other school districts.
3. Incorporate the expertise of new faculty and graduate students into continuing grant projects.
4. Educate the community regarding the expertise of HDFS faculty in the area of program evaluation.

Assessments:

Number of grants and contracts that are community oriented.
Number of agencies that are being served by grants or contracts.
Number of faculty working on community grants or contracts.

Objective 3.4: Extend and maintain relations with business and governmental entities.

Strategies:

1. Identify potential business, state, and federal partners that could provide benefits to the university.
2. Establish collaborative partnerships with identified entities.
3. Identify partnerships with other educational institutions or organizations that provide opportunities for external funding.
4. Maintain positive relationships with current and potential partners.

Assessment:

Number of partnerships.

GOAL 4. Technology and Facilities: Maximize the appropriate use of technology and facilities in the delivery of programs and services.

Benchmarks*(measures of the degree of success over the next 5 years):*

1. Use advanced technology to support the delivery of departmental courses where appropriate.

2. Increase expertise and utilization of technology in HDFS teaching/learning, research, and administration.
3. New distance education courses.
4. Apply technology tools for the allocation of classrooms.
5. Additional classroom, lab, and faculty offices.
6. Maintain and provide for environmentally safe, adequate, and functional workspaces for all faculty and staff.

Objectives:

Objective 4.1: Increase financial support for technology applications.

Strategies:

1. Encourage faculty to seek external sources to support equipment purchases, in-kind gifts, and operation budgets.
2. Increase involvement with the College Associate Dean for Operations for funding to support equipment needs.

Assessments:

Amount of funding.
Number of external funded proposals / requests.
Number of in-kind gifts.

Objective 4.2: Establish guidelines to assist faculty members in developing and using technology in teaching, research, and other professional activities.

Strategies:

1. Compile user instruction manual for generally shared equipment.
2. Provide support in the form of release time and TA assistance when financially possible to assist faculty members in integrating technology, including the development of courses for web delivery.
3. Direct faculty members to utilize the services of TLTC to provide guidance when incorporating new technology into their teaching, research, and service activities.
4. Encourage faculty members to utilize the services of the ATLC for skill training when planning to implement new software programs.

Assessments:

Creation of user instruction manual for equipment.
Support provided during the development of new distance courses.
Faculty participation in TLTC and ATLC workshops, classes, and other events.

Objective 4.3: Implement extended learning / distance education as an academic priority.

Strategies:

1. Emphasize extended learning and/or distance education in undergraduate and graduate degree programs.
2. Utilize services of TLTC to provide training in development of distance education courses.
3. Support faculty and students involved in extended learning and / or distance education courses.
4. Ensure all extended learning and distance education courses are in compliance with the Principles of Good Practice.

Assessments:

Number of distance education or extended learning courses.
Number of faculty and students participating in distance education courses.
Number of courses in compliance with the Principles of Good Practice criteria.

Objective 4.4: Develop a plan to evaluate, update, and maintain technology in laboratories and offices.

Strategies:

1. Work with COHS Technology Users Committee to plan for technology maintenance in labs and offices.
2. Utilize college policy in assigning new equipment and software based on user needs and abilities.
3. Develop a schedule for upgrading technology in offices and on mobile computer carts.
4. Assess faculty user needs.
5. Provide faculty members with the best hardware equipment that the department can afford.

Assessments:

Implementation of technology plan.
Application of college policy to new technology purchases and assignments.
Schedule for upgrading technology.

Objective 4.5: Increase utilization of professional development opportunities in the area of technology.

Strategies:

1. Survey faculty and staff to identify areas for professional technology development.
2. Encourage faculty and staff to participate in professional technology development training activities.
3. Encourage faculty and staff to use technology applications for communication.

Assessments:

Number of faculty and staff participating in professional technology development and training activities.
Percent of department business conducted on-line.

Objective 4.6: Optimize the use of space, facilities, equipment, and other fixed assets of the department.

Strategies:

1. Survey existing faculty and directors of centers regarding their ideal needs for space.
2. Consistently update the administration regarding HDFS space needs.
3. Acquire and/or renovate additional space for classrooms, faculty, research centers, and graduate students as appropriate.
4. Maintain departmental facilities according to university's policies and environmental safety guidelines.

Assessments:

Space (office, research and laboratories) available for faculty in the department.

Annual review of space requirements.
Compliance with COHS and TTU operating policies for asset and space usage.
Usage statistics on classrooms and labs.

GOAL 5. Research: Increase HDFS participation in cutting-edge research that positively impacts individuals, families, and their environments.

Benchmarks*(measures of the degree of success over the next 5 years):*
1. Every faculty member in the department will be regularly involved in submitting or managing a grant.
2. Increase external funding from federal and other nationally competitive sources.
3. Increase research visibility through the number and quality of publications.
4. Increase participation in multidisciplinary research.
5. Increase undergraduate and graduate student participation in research.

Objectives:
Objective 5.1: Increase graduate and undergraduate student participation in research.
Strategies:
1. Increase the number of published theses and dissertations in peer reviewed publications.
2. Evaluate the efficacy of the 7000 course for increasing student publications.
3. Include funding for at least one graduate student in all research grant proposals.
4. Employ graduate students as part of externally funded projects.

Assessments:
Number of publications including graduate and undergraduate students as authors.
Number of research conference presentations by students.
Number of graduate students supported by funded projects.

Objective 5.2: Increase multidisciplinary research.
Strategies:
1. Sponsor multidisciplinary research exploratory sessions.
2. Compete for college and university multidisciplinary seed grants.
3. Register all faculty members on Community of Science funding locator.
4. Include faculty members from other disciplines on thesis and dissertation projects as appropriate.
5. Work with faculty members in other TTU Colleges/Schools to submit research proposals.
6. Collaborate with Texas Cooperative Extension Service on research projects.

Assessment:
Number of multidisciplinary research submitted and funded.

Objective 5.3: Increase the level of external research funding.
Strategies:
1. Increase the level of external funding by each faculty member.

2. Encourage/expect attendance at professional development sessions offered by the university.
3. Develop research proposals that generate indirect costs.
4. Leverage all internal and seed grants into major grant proposals.
5. Increase accountability by faculty for seed money.
6. Utilize college research office to seek assistance in finding funding sources.
7. Provide training to staff members regarding proposal preparation, routing, and submission.

Assessments:

Number of proposals submitted.
Level of external funding and indirect costs generated.
Level of funding by faculty member.

Objective 5.4: Enhance the research culture in the department by providing numerous opportunities for all faculty to be involved in grant and publication activities.

Strategies:

1. Provide rewards for faculty excellence in research.
2. Assist the establishment of relationships between new faculty and existing faculty who have been successful in the research area.
3. Provide graduate assistantships for new faculty and for those who demonstrate consistent excellence in research.

Assessments:

Number of publications.
Dollar amounts and number of grants.
Number of faculty involved in funded grants.

Objective 5.5: Maintain and establish externally funded centers and institutes that contribute to the HDFS research agenda.

Strategies:

1. Strengthen the relationship between existing institutes/centers and the department.
2. Collaborate with current and new research centers and institutes to explore other funding opportunities that contribute to the department mission.
3. Mentor faculty in the process of establishing and maintaining centers and institutes.

Assessments:

Number of Institutes and Centers.
Funded Amounts of Institutes and Centers.
Contribution to the research culture of the department (publications, conference proceedings, etc.).

APPENDIX C

Graduate Course Offerings

The HDFS graduate course offerings are located at the following website:
http://www.depts.ttu.edu/officialpublications/courses/HDFS.php

Course	Title	Hours	Description	Qualifier
5101	Teaching College Human Development and Family Studies	(1)	Strategies and direction in teaching college-level human development and family studies courses including supervision, advice and assistance, and review of teaching materials.	May be repeated one time for credit. Pass/fail grading.
5110	Colloquium in Human Development and Family Studies	(1:1:0)	Presentations of current research and discussions of the profession by department and visiting faculty.	May be repeated for credit.
5302	Introduction to Gerontology	(3:3:0)	A multidisciplinary introduction to aging and gerontological issues.	
5310	Theories of Human Development	(3:3:0)	Introduction to the application of concepts and theories in human development.	
5311	Problems in Human Development and Family Studies	(3:3:0)		May be repeated for credit.
5313	Psychosocial Development	(3:3:0)	In-depth study of social, emotional, and psychological growth with emphasis on the development of personal and interpersonal competency.	
5314	Infant Development	(3:3:0)	Analysis of empirical research regarding development processes during the first two years of life.	
5317	Adolescent Development	(3:3:0)	Multidisciplinary survey of adolescent development including theories, research, and enhancement strategies.	
5319	Development in Adulthood	(3:3:0)	Survey of theory and research concerning psychosocial development during adulthood and review of strategies for research with adult populations.	
5320	Interpersonal and Family Dynamics	(3:3:0)	Group processes; factors influencing personal and family adjustment.	
5321	Family Theory	(3:3:0)	A comprehensive exploration of theory in family studies. The role of theory in empirical investigation; conceptual frameworks; strategies of theory building; examination of systems theory and a spectrum of other models useful in the interdisciplinary study of individual, couple, and family behavior.	
5341	Socialization Processes and Addiction	(3:3:0)	Multidisciplinary survey of socialization processes throughout the life span with implications for understanding addictions.	

5349	Quantitative Methods I in Human Development and Family Studies	(3:3:0)	An introduction to the quantitative methods and statistics necessary to conduct research with children and families through a developmental perspective.	
5351	Research Methods in Individual and Family Studies	(3:3:0)	Study of research strategies and techniques relevant to human development, family studies, and marriage and family therapy including experience in conducting research investigations.	
5352	Sex-Gender Roles	(3:3:0)	Survey of contemporary theory and research on sex-gender systems and roles and the impact of sex and gender on psychosocial development and relationship processes.	
5353	Issues and Research in Human Development and Family Studies	(3:3:0)	History, philosophy, and current issues relevant to the areas of family studies and human development. May be repeated for credit under various topics.	
5361	Parent-Child and Peer Relationships	(3:3:0)	Review of current research in parenting and peer relationships and implications for program development.	
5380	Relationship Development	(3:3:0)	Theory and research related to the formation of initial impressions of others and the development of interpersonal relationships.	
6000	Master's Thesis (V1-6).			
6320	Seminar in Risk Taking	(3:3:0)	Survey of theory and research in adolescent and adult risk-taking behaviors. Introductory course for graduate minor in risk taking.	
6330	Family Problems	(3:3:0)	Examines theoretical and empirical contributions to the understanding of treatment of family problems within a family systems perspective.	
6352	Quantitative Methods II in Human Development and Family Studies	(3:3:0)	The second course in a four-course sequence focusing on methods for conducting research through a developmental perspective. Family data and the general linear model will be explored.	Prerequisite: HDFS 5349 and 2.5 GPA.
6363	Advanced Topics in Human Development	(3:3:0)	Current topics in human development across the life course.	May be repeated for credit under various topics.
6364	Quantitative Methods III in Human Development and Family Studies	(3:3:0)	The third course in the quantitative methods sequence focusing on multivariate techniques involving multiple dependent variables in human development and family studies.	Prerequisite: HDFS 5349, 5351, 6352, and 2.5 GPA.
6365	Quantitative Methods IV in Human Development and Family Studies	(3:3:0)	The final course in a four-course sequence on methods for conducting research through a developmental perspective. A focus on factor analysis, structural equation modeling, HLM, etc.	Prerequisite: HDFS 5349, 5351, 6352, 6364 and 2.5 GPA.
6366	Qualitative Methods in Human Development and Family Studies	(3:3:0)	This course will provide students with an overview of qualitative research methods in HDFS and will include exposure to qualitative data collection and analyses of data from multiple family members.	Prerequisite: HDFS 5349, 5351 and 2.5 GPA.
6370	Analyzing Developmental Data	(3:3:0)	Statistical methods for analyzing individual and family change over time and time ordered processes of interactional data.	

6371	Practicum in Human Development and Family Studies	(3:3:0)	Supervised experiences in professional positions.	May be repeated for credit up to 9 hours.
6373	Advanced Topics in Family Studies	(3:3:0)	Current topics in family studies. May be repeated for credit under various topics.	
6390	Program Development and Evaluation	(3:3:0)	Reviews evaluation issues, critiques evaluation research, and undertakes planning and evaluation of original programs.	
7000	Research (V1-12)			
8000	Doctor's Dissertation (V1-12)			

APPENDIX D

Recruiting Materials

Texas Tech University
Department of Human Development and Family Studies
Graduate Programs
M.S., Ph.D., & Post-baccalaureate Ph.D.

THE PROGRAM For many years, the Department of Human Development and Family Studies has ranked as one of the top programs of its type in the country. The HDFS graduate program has a unique and interdisciplinary focus on critical social issues. It offers the Master of Science and Doctoral degree in Human Development and Family Studies. For students with undergraduate research backgrounds, a post-baccalaureate Ph.D. is available. The degrees include a number of professionally oriented elective courses and a variety of applied experiences offering great flexibility in areas of concentrated study. Each degree plan is designed to foster intellectual development, stimulate meaningful research, and develop skills that will facilitate the pursuit of the student's professional goals. Students should plan on two to three years for a master's degree and three to four years post-master's for the Ph.D.

The Department is committed to the principle that in no aspect of its programs shall there be differences in the treatment of persons because of race, creed, national origin, sexual orientation, age, gender, or disability, and that equal opportunity and access to facilities shall be available to all.

HUMAN DEVELOPMENT AND FAMILY STUDIES Opportunities exist within the department for students to gain a variety of applied experiences dealing with individuals and families across the lifespan. Facilities/projects within the department include the Child Development Research Center, Early Head Start, Parenting through Change for Latina Single Mothers, Center for Child and Adolescent Development and Resiliency, Institute for Child and Family Studies, Retired Senior Volunteer Program, and Ambassadors Program. In addition, there are opportunities within the college with the Center for the Study of Addiction and Recovery. These, in addition to resources within the university and community, offer opportunities for training in program design, implementation, and evaluation for interested students.

CAREER OPPORTUNITIES The graduate programs in the Department of Human Development and Family Studies prepare students for positions as faculty in colleges and universities, full-time researchers, faculty or staff in medical schools, human service providers, and extension agents.

CONTEXT On the breathtaking horizons of West Texas, Texas Tech University is home to more than 29,000 students. Marked by Spanish Renaissance architecture, the campus has a nationally recognized public art collection. Texas Tech University is part of the only university system in the state with a comprehensive academic and research institution, law school, and medical center located on one contiguous campus. The College of Human Sciences is one of 12 colleges that comprise the university's offering of 150 undergraduate, 100 masters and 50 doctoral degrees.

Also an attractive city, Lubbock has more neighborhood parks per capita than any city in Texas – 62 facilities covering more than 3,000 acres. Surrounding lakes offer sailing, fishing, and water skiing opportunities. Big Bend National Park and the playgrounds of New Mexico are as close as a four-hour drive to New Mexico.

COST OF STUDY The cost of education at Texas Tech is one of the lowest in the country. Total cost of study (tuition, fees, and books) can be located at www.depts.ttu.edu/studentbusinesservices for Texas residents and non residents. Students from out of state who receive a $1,000 scholarship from the university are eligible to pay in-state tuition. Each year, many students who have requested financial aid or assistantships have been accommodated. Those with a half-time assistantship qualify for personal medical insurance, in-state tuition, and are usually eligible for campus fee waivers. Students in our programs have also been successful in university-wide competitions for the prestigious Chancellor's Fellowships, summer Dissertation Fellowships, and scholarships sponsored by national organizations.

RESEARCH TRAINING Emphasis is placed on research, which is a vital component of graduate education. Through various programs funded by federal and state grants, the HDFS department makes available opportunities for graduate students to be involved in research conducted by graduate faculty. It is the department's goal to help support students' graduate work by providing assistantships. These assistantships allow for research on a variety of topics and pressing issues in human development and family studies. A strong commitment is made by the department and the faculty to actively mentor students through:

- Extensive coursework in research methodology and statistics including training in the use of computers in research.
- Provision of individual, no-cost, expert consultation on statistics and methodology
- Involvement in a research seminar with faculty in the student's area beginning in the first semester in the program.
- Active and extensive help from and involvement by the faculty advisor and other faculty in the student's candidacy, thesis, initial doctoral research project, and dissertation.
- No-cost access for graduate students to:
  - excellent computer equipment
  - extensive software (word processing, graphics, spread-sheet, presentation, and statistical)
  - laser and color printers and scanners
  - Internet for e-mail and the Worldwide Web

TEACHING All doctoral students are required to teach at least one undergraduate class for one semester under the supervision of a faculty member. The majority of our doctoral students receive teaching assistantships and gain valuable experience for academic or other professional positions requiring presentation of scholarly material to an audience.

ADMISSIONS CRITERIA Admission to the graduate programs in the Department of Human Development and Family Studies is based on a review of several sources of information. No single criterion or cut-off score is used. Credentials are evaluated according to three sets of criteria:

Evidence of Ability to Perform Graduate-Level Work As Documented By:

1) Scores on The Graduate Record Examination (GRE)
2) Grade Point Average in all previous undergraduate and graduate courses
3) TOEFL scores (international students)
4) Previous degrees from accredited institutions
5) Letters of recommendation (three, preferably from academic sources)
6) Writing ability

Fit of Applicant's Career Goals to Those of the Departmental Graduate Programs and Personal Maturity As Indicated By:

1) The applicant's goals statement
2) Letters of recommendation

Unique Contributions As Explained in Applicant's Statement On:

1) Special accomplishments
2) Contributions to Diversity
   - First in family to go to college/graduate school
   - Record of overcoming adversity (economic, social, physical)
   - From a group historically under-represented in graduate education
   - Knowledge of more than one language
3) Research and creative achievements
4) Leadership background and potential
5) Other unique life experiences relevant to the pursuit of a graduate education

CONTACT Questions regarding this program should be directed to the HDFS Graduate Secretary:

Email:	hs.hdfsgrad@ttu.edu
Phone:	806-742-3000 ext. 250
Address:	Human Development and Family Studies Texas Tech University Lubbock, Texas 79409-1230
On the web:	www.depts.ttu.edu/hdfs/ www.ttu.edu
Deadline:	Screening of applicants begins on February 1

GRADUATE FACULTY
Texas Tech University
Department of Human Development and Family Studies

Kazuko Behrens, Assistant Professor
Ph.D., University of California at Berkeley, 2005
Attachment, parenting styles, parent-child relationships

Nancy J. Bell, Professor
Coordinator Graduate Minor in Adolescent and Young Adult Risk-Taking
Ph.D., Northwestern University, 1973
Adolescent development, risk taking, gender

Yvonne M. Caldera, Professor
Ph.D., University of Kansas, 1990
Infant development, child care, father-infant interaction; normative development of Latino children

Malinda Colwell, Associate Professor
Ph.D., Auburn University, 2000
Preschool children's emotional development

Duane W. Crawford, Associate Professor
Associate Dean, Graduate School/Graduate Admissions
Ph.D., Pennsylvania State University, 1988
Marital relationships; the transition to parenthood; the work-family relationship

Du Feng, Associate Professor
Ph.D., Univ. of Southern California, 1995
Aging, statistics and methodology; intergenerational transmissions; marital quality/stability

Judith L. Fischer, Professor
Ph.D., University of Colorado, 1973
Addictions, codependency, problems of adolescence, family problems

Jacki Fitzpatrick, Associate Professor
Ph.D., Auburn University, 1994
Romantic relationships, young adult friendships

Elizabeth G. Haley, Professor
Dean Emeritus, COHS
Ph.D., Florida State University, 1972
Young children, work and family issues

Sybil L. Hart, Professor
Ph.D., Tufts University, 1995
Mother-infant interaction, exclusive relationships, maternal depression, emotion

Sarah Kulkofsky, Assistant Professor
Ph.D., Cornell University 2007
Memory development, eyewitness reliability, culture and cognition

Michael E. McCarty, Associate Professor
Director of HDFS Graduate Programs
Ph.D., Vanderbilt University, 1994
Cognitive, perceptual, and motor development in infants and toddlers

Miriam Mulsow, Associate Professor
Ph.D., University of Georgia, 1998
Family stress, parenting, ADHD, Southeast Asia

Sylvia Niehuis, Assistant Professor
Ph.D., University of Texas at Austin, 2001
Development of premarital relationships

Michael W. O'Boyle, Professor
Ph.D., University of Southern California, 1982
Individual differences in brain development

Alan Reifman, Professor
Ph.D., University of Michigan, 1989
Adolescent and young adult drinking; social networks; peer/parent influences; structural equation modeling; meta-analysis

Jean Pearson Scott, Professor
Ph.D., University of North Carolina at Greensboro, 1979
Aging, support networks, rural elderly, widowhood

Elizabeth A. Sharp, Assistant Professor
Ph.D., University of Missouri-Columbia, 2003
Cognitions and adult relationships with a particular focus on romantic relationships

Gwendolyn T. Sorell, Associate Professor
Ph.D., Pennsylvania State University, 1982
Adult development, theories, gender-role development

Elizabeth Trejos-Castillo, Assistant Professor
Ph.D., Auburn University, 2006
Etiology of problem behaviors among immigrant and minority youth

Anisa Zvonkovic, Professor
Chair of HDFS
Ph.D., Pennsylvania State University, 1987
Work– family interface & other contextual demands on individual development & family relationships

Gerontology

Gerontology Master's Degree
& Graduate Certificate Program

Great Plains Interactive Distance Education Alliance
www.gpidea.org

About the Program

The Great Plains Interactive Distance Education Alliance (Great Plains IDEA) is a consortium of eleven universities offering fully online graduate programs. Each university brings a unique strength to the multi-institution academic programs. In a multi-institution degree program, you apply and are admitted at one university; enroll in all your courses at that university; and, graduate or receive a certificate from that university. However, the best faculty from several universities in the discipline teach your online courses.

The master's program and graduate certificate are designed to prepare professionals who are either working directly with older people or are involved in education and research related to the elderly. Professionals offering direct services often are involved in health promotion programs; directing intergenerational activities; managing senior centers or retirement communities; counseling older people and their families; and helping people plan for retirement. Professionals involved in education and research may evaluate community-based services; teach others about the aging process; develop policies and programs to serve the needs of the elderly; work with business and industry on issues related to an aging work force; and foster consumer education.

Why is a Career in Gerontology Important?

We live in an aging society, one in which the older population is growing both in absolute numbers and in proportion to all other age groups. Businesses, government agencies, service organizations, educational institutions, and self-employed professionals from every economic sector are recognizing the need for specialized knowledge and skills to meet the needs of this changing demography.

A career in gerontology also provides professionals a high level of job satisfaction. Not only will professionals be helping clients but a career in gerontology will help them prepare for aging-related issues as they relate to their own families, friends and communities.

Many organizations are seeking professionals with backgrounds in gerontology in order to prepare for the demographic shift that is taking place in the United States labor force. According

to the U.S. Bureau of Labor Statistics, the fastest-growing segment of the U.S. labor force is of retirement-aged workers.

Who Should Consider the Program?

An advanced degree or certificate in gerontology is ideal for professionals. It will afford you the opportunity to easily shift career focus due to the fact that the skill sets provided by a gerontology degree or certificate are needed in virtually every field and sector of society.

You should consider the Great Plains IDEA Gerontology program if you work directly with older persons in a wide variety of programs and services, including advocacy and education in your community, or are employed in one of the following diverse fields:

Social Work	Long-term Care
Nursing	Medicine
Counseling	Architecture
Recreation	Adult Education
Public Policy	Rehabilitation Therapy

Degree Requirements

The 36-credit master's degree program consists of eight required three-credit courses, listed below, plus twelve credits of electives. Up to three credits of practicum experience may be included in the master's program. Each required course is offered at least every other year. Each student is assigned a program advisor who will assist in designing and approving the student's full program of study.

Perspectives in Gerontology
Economics, Public Policy and Aging
Environments and Aging
Program Evaluation and Research Methods
Aging in the Family
Physical Health and Nutrition in Aging
Professional Seminar in Gerontology
Adult Development

The 21-credit graduate certificate program consists of five required three-credit courses. The remaining six credits can be taken from other gerontology electives. Up to three credits of practicum experience may be included in the certificate program. Each required course is offered at least every other year.

Perspectives in Gerontology
Adult Development

Professional Seminar in Gerontology
Physical Health and Nutrition in Aging
Program Evaluation and Research Methods

"It is not customary to discover oneself in the practice of one's chosen profession. Working in the field of aging is an exception and could provide the opportunities of a lifetime."

Jon Hendricks, Ph.D.
Author, Aging in a Mass Society,
Dean, University Honors College,
Oregon State University

"This work provides a real opportunity to actually make a positive difference in the lives of older adults & their family members."

Irene Moore, MSW Director,
Geriatric Evaluation Center
- The American Geriatrics Society,
University of Cincinnati

Value of a Multi-Institutional Degree

The Great Plains Interactive Distance Education Alliance (Great Plains IDEA) is a consortium offering fully online graduate programs. Experience the cost savings of not having to relocate or pay out-of-state tuition. Each university brings a unique strength to the multi-institution academic programs. However, your online courses are taught by the best faculty in the discipline from several top Midwestern universities.

Students are active learners in a self-paced learning environment. The curriculum has been specially adapted to ensure that students receive the same quality of education as an on-campus course. These courses do not have regular meeting schedules, but they are set within the confines of a semester and students are still required to meet deadlines as outlined by the instructor. Students will interact with instructors and share and learn from the experiences of diverse fellow students from across the country and internationally through the use of e-mails, online chats, discussion boards and other methods.

Admissions:

You may apply for admission at the university of your choice. This university will become your "home" university, which is the university from which you will receive your degree or

certificate. Admission requirements vary among the universities. The specific admission requirements for each university are available on the participating university's web page.

Iowa State University
www.lifelearner.iastate.edu/degree.htm

Kansas State University
http://www.k-state.edu/ksugpidea/

North Dakota State University
www.ndsu.edu/ndsu/gpidea/

Oklahoma State University
www.ches.okstate.edu/GPIDEA/admissions.html

Texas Tech University
www.hs.ttu.edu/gpidea/

Interested in finding out how you can advance your career in gerontology?
For more information visit: www.gpidea.org

APPENDIX E

Graduate Student Handbook

The HDFS graduate student handbooks are available at:
http://www.depts.ttu.edu/hdfs/manuals_grad.php

The Table of Contents for the Handbook for each degree are shown below.

MASTERS OF SCIENCE DEGREE
TABLE OF CONTENTS

Program for the Master's Degree and Admission to Candidacy
Notice of Candidacy Committee Meeting
Confidentiality Statement
Student Evaluation
Report of Candidacy Examination
Recommendation for Admission to Candidacy
Form for Reporting Changes on Graduate Degree Program

Section IV – Thesis Work

Thesis Proposal, Defense & Final Examination (Checklist)
Thesis Credit Distribution
Master's Committee/Thesis Overview
Thesis Procedures
Guidelines for Alternative Thesis/Dissertation Format
Oral Defense of Thesis
Approval of Thesis Proposal
Form for Reporting Changes on Thesis Title
Notice of Master's Thesis Defense
Comprehensive Exam for Master of Science Degree
Notice of Completion of Thesis Oral Defense
Research Using Human Subjects

DOCTOR OF PHILOSOPHY DEGREE
TABLE OF CONTENTS

Section I – Faculty

Section II – General Information

Section III – Plan of Study & Preliminary Examination

Section IV – HDFS 7000 Project

Section V – Qualifying Examination

Research Methods
Answering the Qualifying Exam (Written & Oral)
Notification Form for *Specialization* Exam
Notification Form for *Qualifying* Exam
Specialization Ballot for Faculty (Memo)
Qualifying Examination Evaluation Form

Section VI – Human Subject Forms

Using Human Subjects in Research
Proposal Format for Research Using Human Subjects
Written Consent Format
Required Elements of Consent

Section VII – Dissertation & Defense

Dissertation & Oral Examination Checklist
Dissertation Credit Distribution
Dissertation Procedures
Guidelines for Alternative Thesis/Dissertation Format
Graduate School Thesis and Dissertation Website
Suggested Guidelines for the Defense
Just the FAQ: Frequently Asked Questions
A Checklist for your Thesis/Dissertation
Directions to Adjust Page Numbers
Page Setup and Format Instructions (Top Margin 1.0")
"To Do" List before Final Doctoral Examination
Dissertation & Defense Paperwork
Example of Defense Abstract
Notice of Completion of Dissertation Defense (Memo to Graduate School)

APPENDIX F
Graduate Student Association

The Human Development and Family Studies Graduate Student Association (HDFS-GSA) has been active for many years. The HDFS-GSA is designed to provide socialization and support among graduate students, and to facilitate communication between graduate students and the department. The association meets regularly, provides travel support for students attending conferences, has at least one member attend department faculty meetings, supports the recruitment of graduate students into the department, and mentors new graduate students. The association has a Facebook page to communicate with current graduate students and to assist in recruiting new graduate students.

APPENDIX G

Graduate Faculty Information

Confirmation/Reappointment forms

TEXAS TECH UNIVERSITY
Graduate School™

Graduate Program Reviews

2008-2009

FACULTY AND STUDENT SURVEY RESULTS

College: Human Sciences

Department: Human Development & Family Studies

Conducted by: Institutional Research Services

FACULTY SURVEY RESULTS – HUMAN DEVELOPMENT &FAMILY STUDIES

Number of faculty participated in survey

Professor	5
Asso.Prof	5
Asst.Prof	5
Emeritus	0
PARTICIPANT TOTAL	15

SCALE

5	4	3	2	1	-	
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Average

Q-1 The facilities and equipment available to teach graduate courses are adequate.

8	4	1	2	0	0	4.20

Q-2 I have adequate access to facilities and equipment needed for my graduate work

5	3	1	5	1	0	3.40

Q-3 The quality and availability of departmental graduate student office space is adequate for my needs

2	4	5	3	1	0	3.20

Q-4 Library resources available to me are adequate

1	8	2	2	2	0	3.27

Q-5 Teaching resources (faculty, teaching assistants) are adequate to my needs

1	3	5	2	4	0	2.67

Q-6 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program

1	9	2	3	0	0	3.53

Q-7 The graduate courses available are taught at an appropriate level and are of sufficient rigor.

4	5	3	2	1	0	3.60

Q-8 The graduate teaching assistants avaiable to faculty in the program are of appropriate quality

1	4	6	2	1	1	3.14

Q-9 Graduate courses in other fields, needed to support your program or minor, are sufficiently available

3	8	1	2	0	1	3.86

Q-10 There is adequate communication about policy and program changes in your department

3	5	3	1	3	0	3.27

Q-11 There is adequate communication from the upper administration regarding policy changes.

1	6	5	1	2	0	3.20

Q-12 I am satisfied with the professional interaction with faculty throughout TTU.

1	7	5	1	1	0	3.40

Q-13 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently accepted.

2	6	6	1	0	0	3.60

Q-14 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently recommended by your advisor(s).

2	4	5	3	0	1	3.36

Q-15 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently recommended by your advisor(s).

1	6	2	4	0	2	3.31

Q-16 I am satisfied with the professional interaction with the graduate program coordinator(s).

2	7	3	2	1	0	3.47

Q-17 I am satisfied with the professional interaction with other faculty within the program(s).

5	5	4	1	0	0	3.93

Q-18 I am treated as a respected contributor to the graduate program in which I am involved.

6	3	2	3	1	0	3.67

Q-19 I have been given an opportunity to be engaged in decisions regarding changes in the program(s).

4	4	4	2	1	0	3.53

Q-20 Course and program changes are evaluated by all faculty and voted upon by those faculty.

5	4	1	2	3	0	3.40

Q-21 Sufficient graduate teaching assistantship stipends are available.

0	2	1	9	3	0	2.13

Q-22 The program offers adequate opportunity for its faculty to gain teaching training.

3	3	5	3	1	0	3.27

Q-23 Graduate teaching assistantships assignments are made equitably, based on established criteria.

1	4	6	3	1	0	3.07

Q-24 Graduate program policies are clearly defined and readily available to me.

1	8	5	0	1	0	3.53

Q-25 Graduate program policies clearly identify petition and appeals procedures available.

1	6	5	1	1	1	3.36

FACULTY COMMENTS:

What do you consider to be the strengths of your graduate program(s)?

# of Ph.D. students; quality of the faculty; intellectual curiosity; quality of secretarial staff; high productivity.
areas of application.
At present, Dept financial support for grad students remains at a fairly high level. With changing enrollemnts, however, I am concerned this may not last.
Diverse faculty who are committed to graduate education. A unique program of study that many universities do not offer.
Faculty publications, visibility in professional organizations.
Quality of faculty and students.
Strong faculty with strong research focus.
The department offers good courses in Family Theory and Statistics.
The faculty - their strong research skills and willingness to work with students (so many faculty do lots of readings with students every semester).
The faculty and students are strengths. Methodological and statistical sophistication. Students are able to design their own area of specialization.
The high quality of our faculty who teach graduate courses; the new emphasis on research expertise for our graduate students.
Very strong research oriented faculty. Good mentors and good students. Strong national reputation of our program.
We offer one of the most rigorous preparations in statistics and research methods, including qualitative methods, of any of the graduate programs in our field. We also require our PhD graduates to complete a two semester teaching practicum and to teach at least one undergraduate class independently. Most of our faculty publish with their graduate students as well as encouraging their graduate students to publish their work and to present at professional conferences. Because of the preparation our PhD graduates get from us, they are sought as faculty by both research and teaching institutions. We are also among the most productive departments on campus for research funding and publication in refereed journals. Our faculty have a wide range of research interests, thus affording our students a wide spectrum of opportunities for research experiences.

What changes, if any, could be made to improve the quality of your graduate program(s)?

Increase stipends/salary for TAs and RAs; provide each faculty with at least one 20 hrs. TA and one 20 hrs. RA; increase the quality of the Ph.D. and master's students. Make more lab space available to faculty; increase the amount of funding available to Ph.D. students to attend national and international conferences.
more faculty in community and extension.
Closer attention needs to be paid to the matchup between faculty research exepertise and grad student research interests. Currently the overlap between these two is minimal which tends to comprise faculty research productivity, and such a disconnect is of no benfefit to the student. The aforementioned 'matchups' need to occur at the admission stage rather than after the student has already been accepted into the program and is on campus 'shopping' for a mentor.
Improve the quality of admitted students. Offer greater funding to graduate students in order to attract the best students possible.
We should seek NIH Training Grants, which cover both pre- and post-doctoral students.
Adequate funding for our programs.

Once the new observation labs are completed, the opportunities for students and faculty will be enhanced. Secondly, keep undergraduate work loads within reasonable bounds so that graduate research and supervision of students is not compromised.
Ethical leadership.
The HDFS dept. needs more faculty members to handle the undergraduate teaching load. We could offer more graduate courses if there were adequate faculty lines to teach our undergraduate program. Also, HDFS faculty are very strong researchers and improved recruitment of graduate students could attract better students who would come to us unilaterally more dedicated and prepared for research careers. To attract these students, we need scholarship money that equals tuition, because our competition typically ties assistantships to tuition waivers.
Better funding for students.
There are not courses designed for Master's level students. Doctoral and Master's students have the same required courses which results in classes with a very wide range of capabilities and background in sutdents. This makes it difficult both for the students taking the courses and for the faculty who are teaching. The only courses that our Master's students do not take are our advanced statistics classes, thus I believe these courses are catered to our doctoral studetns and at an appropriate level in rigor and demand. Our Master's students do not take sufficient statistics and methods courses to equip them to independently conduct the analyses required in the Master's theses. Finally, our program does not require a graduate level diversity course which I believe is crucial for our graduating students to have. Aside from these, I beleive we have a VERY strong graduate program in HDFS.
More resources: more money for scholarships and assistantships; more space for specialized research projects; more licenses for specialized software in classrooms and labs.
More funding for our graduate students, particularly in the summers. We frequently lose excellent prospects because we are not competitive in graduate student funding. Many of our competitors cover their graduate assistants' tution. Lack of funding is the most common reason we get for students declining our offers of acceptance into our graduate program.

Please feel free to add any additional comments or questions in the space below.

Communication between the Graduate School and the department needs improvement in a number of ways.
The classrooms in the College are not adequate in terms of technology that facilitates good teaching.

STUDENT SURVEY RESULTS –HUMAN DEVELOPMENT & FAMILY STUDIES

Number of students participating in survey

Doctoral	25
Master's Thesis	5
Other	0
PARTICIPANT TOTAL	30

Student participant: Years in program

1ST year	5
2nd year	10
3rd year	6
4th year	6
5th year	2
6th year	1

SCALE

5	4	3	2	1	-	
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Average
Q-1 The research facilities and equipment available for my graduate research meet my needs						
8	15	2	4	1	0	3.83
Q-2 I have adequate access to facilities and equipment needed for my graduate work						
6	15	2	5	2	0	3.60
Q-3 The quality and availability of departmental graduate student office space is adequate for my needs						
11	12	1	5	1	0	3.90
Q-4 Library resources available to me are adequate for my needs						
16	9	1	3	1	0	4.20
Q-5 Teaching resources (faculty, teaching assistants) are adequate to my needs						
9	15	3	0	1	2	4.11
Q-6 The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program						
6	10	8	6	0	0	3.53
Q-7 The graduate courses available are taught at an appropriate level and are of sufficient rigor.						
16	10	3	1	0	0	4.37
Q-8 The graduate teaching by faculty in the program is of appropriate quality						
17	9	0	3	1	0	4.27
Q-9 Graduate courses in other fields, needed to support my program or minor, are sufficiently available						
4	8	8	3	0	7	3.57
Q-10 Program seminars are adequate to keep me informed of developments in my field						
5	14	6	4	0	1	3.69
Q-11 The initial advising I received when I entered the program was an adequate orientation						
10	7	4	4	5	0	3.43
Q-12 I have a department mailbox or other form of communication with faculty & graduate students						
24	6	0	0	0	0	4.80

Q-13 I have adequate access to my major professor

19	4	4	0	1	2	4.43

Q-14 I am receiving the research and professional development guidance I need

18	5	2	3	2	0	4.13

Q-15I am satisfied with the professional interaction with my major professor

17	5	3	1	2	2	4.21

Q-16 I am satisfied with the professional interaction with faculty both within the program and at TTU

11	11	5	0	3	0	3.90

Q-17 I am treated as a respected contributor to the research program in which I am involved

13	8	3	4	2	0	3.87

Q-18 I have been given an opportunity to be engaged in significant research for my thesis or dissertation

16	8	2	2	1	1	4.24

Q-19 If I decide to change my major professor, the mechanism for doing so is suitable

7	6	8	4	2	3	3.44

Q-20 I am informed of opportunities for professional development and contacts outside TTU, such as attendance at professional meetings

16	10	3	0	1	0	4.33

Q-21 Graduate teaching or research assistantship stipends are adequate

4	12	5	5	3	1	3.31

Q-22 The program offers adequate opportunity for its graduate students to gain teaching experience

12	12	4	1	1	0	4.10

Q-23 Graduate teaching assistantships, assignments are made equitably, based on established criteria

6	9	9	3	1	2	3.57

Q-24 Program policies are clearly defined and readily available to me

7	14	5	3	1	0	3.77

Q-25 Graduate program policies clearly identify petition and appeals procedures available to me

7	11	6	4	2	0	3.57

Q-26 There is a well-established mechanism for regular graduate student participation in decisions affecting students, whenever this is appropriate

7	12	5	4	2	0	3.60

STUDENT COMMENTS: