

University of Rhode Island
REPORT OF THE ADMISSIONS ADVISORY COMMITTEE
April 2010

Committee Members

Andrée Rathemacher (LIB), Chair
José Amador (NRS)
Celia MacDonnell (PHP)
Libby Miles (WRT)
James Miller (OCE)
Jayne Richmond, Dean of University College and Special Academic Programs
Kathryn Quina, Associate Dean, Feinstein College of Continuing Education
Gerald Williams, Representative of the Talent Development Program
Cynthia Bonn, Dean of Admission, *ex officio*
Kayla Smith, undergraduate student
R.I. high school guidance counselor (no representation)

Meeting Dates

The Admissions Advisory Committee met on the following dates during 2009/10: November 13, December 18, March 12, and March 23.

Recommendations

The Committee recommends the following changes to the *University Manual* related to the charge and membership of the Committee.

Current language:

5.77.10 The Admissions Advisory Committee shall review and evaluate standards and policies concerning recruitment and admissions and study all matters related to recruitment and admissions, except the establishment of annual admissions targets which is the responsibility of the Provost and Vice President for Academic Affairs. The committee may make recommendations to the Provost and Vice President for Academic Affairs and provide the Faculty Senate with a copy of its recommendations. The Dean of Admissions shall provide the committee with appropriate information to enable the committee to carry out its charge. #02-03--32

Proposed change:

5.77.10 The Admissions Advisory Committee shall review and evaluate standards and policies concerning recruitment, ~~and admissions~~, ~~and yield and study all matters related to recruitment and admissions~~, except the establishment of annual admissions targets which is the responsibility of the Provost and Vice President for Academic Affairs. The committee may undertake studies and projects and may make recommendations to the Provost and Vice President for Academic Affairs. The committee

~~shall and~~ provide the Faculty Senate with a copy of its recommendations. The Dean of Admissions shall provide the committee with appropriate information to enable the committee to carry out its charge. #02-03--32

Rationale:

The Committee felt that, given the importance of student enrollment to the University and the health of its programs, “yield” should be added to the Committee’s charge. In addition, language emphasizing studies and projects encourages the Committee to take on a more proactive role.

Current language:

5.77.11 The committee shall be comprised of 11 voting members: six faculty members representing at least five colleges appointed by the Faculty Senate, the Dean of University College and Special Academic Programs, the Associate Dean of the Feinstein College of Continuing Education, a representative of the Talent Development Program, a Rhode Island High School Guidance counselor appointed by the Provost, and an undergraduate student appointed by the Student Senate. Appointments shall be for two-year staggered terms. The Dean of Admissions shall serve as an ex officio non-voting member. The chairperson shall be appointed by the Faculty Senate in consultation with the Provost and Vice President for Academic Affairs. #02-03--32

Proposed change:

5.77.11 The committee shall be comprised of 11 voting members: six faculty members representing at least five colleges appointed by the Faculty Senate, the Dean of University College and Special Academic Programs, the Associate Dean of the Feinstein College of Continuing Education, a representative of the Talent Development Program, ~~a Rhode Island High School Guidance counselor appointed by the Provost,~~ and an undergraduate student appointed by the Student Senate. Appointments shall be for two-year staggered terms. The Dean of Admissions ~~and the Vice Provost for Enrollment Management~~ shall serve as ~~an~~ ex officio non-voting members. The chairperson shall be appointed by the Faculty Senate in consultation with the Provost and Vice President for Academic Affairs. #02-03--32

Rationale:

There has never actually been a guidance counselor on the committee since its formation, and the Dean of Admission has extensive contact with the Rhode Island guidance community whereby she gets their input on admissions-related matters. The Vice Provost for Enrollment Management is a position created since this section of the *University Manual* was last updated. Again, given the importance of student enrollment to the University and the health of its programs, we believe this position should serve on the Admissions Advisory Committee in a non-voting capacity.

Current language:

5.77.12 This committee shall meet at least once each semester and shall report annually to the Faculty Senate on the status of admissions for that academic year, including recommending any changes in admissions policy. #02-03--32

Proposed change:

5.77.12 This committee shall meet at least once each semester and shall report annually to the Faculty Senate on the status of admissions, recruitment, and yield for that academic year, including recommending any changes in admissions policy. #02-03--32

Rationale:

Same as above.

Activities

Given the importance of marketing, recruitment, and yield to the financial health of the University, at the suggestion of Interim Vice Provost for Enrollment Management Libutti, the Committee decided to examine the role of departmental Web sites at URI as recruitment tools and to report on “best practices” in this area.

Most of our time was focused on this project, and our final report is enclosed.

Status of Admissions

The University became a member of the Common Application group in July 2009. The Common Application is an application that is shared by more than 400 member institutions (including all of the New England state land-grant universities) and allows students to apply to multiple colleges at once. Applications to URI for fall 2010 are currently 21% ahead of last year, with 19,446 freshman applications and 651 transfer applications. The Office of Admission has been very pleased with this increase, although it has presented significant processing challenges, especially in a year in which they were not authorized to fill vacant positions until more than half-way through the admissions cycle. Aside from the increase in applications, another advantage of the Common Application is that it is housed on the Common Application organization’s server, thereby avoiding local system failures encountered in the past.

The Office of Admission is hopeful that by May 1 they will have received the number of enrollment deposits needed to enroll approximately 2,900 freshmen in the fall. The recession continues to be a factor in admissions this year, as families look for the best value for their educational dollars.

Respectfully submitted,



Andrée Rathemacher
Chair, Admissions Advisory Committee

Departmental Web Sites: Best Practices for Improving Student Recruitment — A report of the Admissions Advisory Committee

Spring 2010

— "Second only to expending resources on improving the quality of undergraduate teaching is funding adequately the department Website." (Estaville, Brown, and Caldwell, 2006)

COMMITTEE MEMBERS

Andrée Rathemacher (Chair), Cynthia Bonn, José Amador, Celia MacDonnell, Libby Miles, James Miller, Kathryn Quina, Jayne Richmond, Kayla Smith, Gerald Williams.

INTRODUCTION

During the 2009/10 academic year, the Admissions Advisory Committee took on the project of investigating best practices for Web sites at the departmental level.

Importance of Web to prospective students

College and university Web sites are a key source of information for today's prospective students in familiarizing themselves with schools, deciding where to apply, and making a final decision on which institution to attend.

In 2006, a report titled "E-Expectations," sponsored by the consulting firm Noel-Levitz, the recruiting firm James Tower, and the National Research Center for College and University Admissions, found that "56% of prospective college student respondents preferred Web to print, and 43 percent of college-bound students had created a profile on a college or university Web site." (Roach, 2006). Another report, "College Search and the Millennial Generation," produced in 2007 by Eduventures Inc., discovered that "most students surveyed (84 percent) said they used colleges' Web sites most heavily in their research, followed by personal recommendations (75 percent), campus visits (64 percent), and college viewbooks (64 percent)." (Ashburn, 2007)

The use of the Web by prospective applicants applies not only to undergraduates, but to graduate students as well. In 2002, Hoefflich reported that 70 percent of graduate students surveyed rated the Web as important or very important in their program selection process, and that "this source of information was rated higher than all others, including contact with faculty members (57 percent), department literature (48 percent), and graduate school fairs (6 percent)." (Poock & Lefond, 2003). Since the time these reports were released, the significance of the Web as a source of information for prospective students has most certainly increased.

Focus on recruitment is essential for health of university

We chose this project because not only is the University of Rhode Island's Web presence essential for recruitment, but recruitment is essential for the health of the university and its programs. State funding for URI has been reduced steadily over the past decade. In fact, as of this year, the amount of scholarship funding alone given out by URI is greater than the state's appropriation to the University. Tuition dollars (especially from out-of-state students) make up the majority of the University's unrestricted budget. Attracting and yielding these out-of-state students is a priority.

Departmental Web sites are key in recruitment efforts

We chose to focus on departmental Web sites in particular because they have become the main instrument for providing information to prospective undergraduates and their parents, perhaps even more than the institution's site as a whole. When researching colleges, "many prospective students arrive [first] at a departmental Web site by executing a discipline field search" (Mentz & Whiteside, 2003), and a national Web-based survey of 7,867 high-school juniors and seniors found that "in evaluating colleges, students were most interested in internship programs and the institutions' reputations in their intended major" (Ashburn, 2007).

Thus, the implementation of an effective departmental Web site can significantly improve yield. For example, URI's Department of Ocean Engineering has seen a 50% increase in the size of its freshman class since the department overhauled their [site](#) in 2008 (35 students in 2008/09 compared with 55 students in 2009/10), and as of March 11, 2010, the number of freshman applications to the Department's degree program have increased by 35% from the prior year.

Estaville, Brown, and Caldwell (2006) articulate well the importance of departmental sites. They write, "A Web site is an electronic portal to the world—a virtual department personality—that conveys through visual, audio, and textual means a compelling account of a department's commitment to its undergraduate mission, the excellence of its programs, the excitement of its teaching and learning environments, and the quality of support it provides for its students."

BEST PRACTICES FOR DEPARTMENTAL WEB SITES

Below we list components of departmental Web sites that have been shown to enhance recruitment efforts by connecting with prospective students (and their parents) and addressing common questions and concerns. We provide examples of sites at the University of Rhode Island that exhibit best practices in these areas.

In providing examples from URI, our goal is to demonstrate that it is possible to create quality departmental Web sites with minimal additional resources. In our examples, we emphasize content over design, acknowledging that many departmental sites have not yet been updated to conform to the branded template and that the design and organization of some of our example sites need improvement.

To increase recruitment of prospective students, departmental Web sites should:

Incorporate student voices.

- *Include profiles of current students in their own words (photos, text, video, blogs), including:*
 - *Why they chose this major.*
 - *What they like about their classes and professors, about the program.*
 - *What a typical day or week is like.*

Examples:

1. Department of Computer Science and Statistics <<http://www.cs.uri.edu/>>
 - Top level page contains "Department Spotlight" student profile, with links to more profiles.



Home

Academics

- Undergraduate Studies
- Graduate Studies
- Course Listings

Research

- Research Groups
- Technical Reports

About Us

- Faculty and Staff
- Graduate Students
- Department Contacts
- Facilities

Department Resources

- Webmail
- Technical Reference (FAQ)

Department of Computer Science and Statistics

Why choose URI Computer Science?



- Faculty and students in our department are currently witness to many new and exciting changes within course curriculum, research community and facilities.
- Excellent **Undergraduate** and **Graduate** curriculum meeting the needs of our vibrant research community.
- Excellent **facilities** to provide real-life learning experience.

experience.

- Leading-edge research opportunities in **bioinformatics**, **Machine learning** and **data mining**. **Real time**

Department Spotlight



A Coventry, RI resident, Erica Hanson is a fourth year BA in Computer Science finishing her degree this May along with a double minor in Italian and the Classics.

She has an extensive background in web design that she started early on. At 16, she had already earned a position at the Nava War College in Newport, RI, editing websites and later on training officers on how to update their own.

[Click here for the full story.](#)

[Click here for previous students in the spotlight.](#)

2. Department of Psychology <<http://www.uri.edu/artsci/psy/>>
 - Top level page contains "Department Spotlight" student profile.
3. College of the Environment and Life Sciences, "Meet Some of Our Students" <http://cels.uri.edu/home/studentaffairs/SA_MeetStudents.aspx>
 - Engaging profiles of students, including name, email (so they can be contacted by prospective students), major, hometown, and answers to questions such as "Favorite class at URI?," "Hands-on experience you've had at URI?," and "Who at URI has helped you to be successful?"
 - Could be improved by adding student photos and moving to a more prominent place on the CELS site, or to the sites of individual departments within CELS.
4. International Engineering Program, "Student Profiles" <<http://www.uri.edu/iep/IEPStudentProfiles.html>>
 - Student profiles with photos and text in their own words.
 - Could be improved by moving to a more prominent place on the IEP site.
5. College of Pharmacy, "Resources for Prospective Pharm.D. Students" <<http://www.uri.edu/pharmacy/about/prospectivepharmd.shtml>>
 - Videos of current students explaining why they chose URI.
 - Could be improved by integrating images and video clips of campus life and clinical settings as students speak, lessening "talking head" effect.
6. Office of International Education video and photo gallery <<http://www.uri.edu/international/gallery>>

- Extremely engaging videos and photos, shot by students themselves, of their study-abroad experiences. See, for example, "Making Bait With Local School Children" <<http://www.uri.edu/international/bait.html>>
 - Could be linked to or reproduced on Web sites of related departments.
7. Office of Internships and Experiential Education <<http://www.uri.edu/internships/>>
- Homepage highlights videos of students discussing their internship experiences.
 - Best examples combine student's voice with active video of their experience, for example Harold Guise, who interned with the South County Police Harbor Master <<http://www.youtube.com/watch?v=A-OMiIpYsqg>>
 - Could be linked to or reproduced on Web sites of related departments.

Highlight the strengths of your program.

- *Answer the question: Why major in this field at URI?*
- *Echo language, themes, and branding used on institutional site.*
- *Highlight points of pride of department.*
- *Showcase cutting-edge facilities available to students.*

Examples:

1. Department of Human Development and Family Studies, "Why HDF at URI?" <<http://www.uri.edu/hss/hdf/about.html>>
 - Linked prominently from the departmental home page, clearly and concisely outlines program strengths and structure.
2. Department of History, "Why History at URI?" <http://www.uri.edu/artsci/his/why_his.html>
 - Linked prominently from the departmental home page, clearly and concisely outlines program strengths and options such as second majors, minors, teaching certification, study abroad and internships.
 - Could be improved by linking to additional information on items listed.

THE UNIVERSITY OF RHODE ISLAND

URI A-Z | Directory | Request Info | Apply Search

College of Arts and Sciences - Department of History

About the University | Campuses | Academics | Research & Outreach | Athletics & Recreation | News & Events

Home

Why History at URI?

Undergraduate Program

Graduate Program

Faculty & Staff

113 Washburn Hall
80 Upper College Road
Kingston, RI 02881
Phone: (401) 874-5975
Fax: (401) 874-2595

Hours: M - F
8:30am - 12 noon
and 12:30 - 3:30pm

Why History at URI?

Program Strengths

- **Excellent faculty** who are committed to teaching and research.
- Opportunity to tailor your program of study to **suit your own interests**. You may choose courses on the United States, Europe, Asia, Latin America, and Africa that range from ancient times to the recent past.
- Small **class size**.
- Classes offered on **two campuses** (Kingston and Providence).
- Outstanding **research experience** in the two-course capstone sequence, where students work closely with a professor on an individual project for two semesters.



As a history major at URI, you will have enough electives to:

- Complete a **second major**. Recent graduates have completed second majors in such diverse fields as political science, film studies, music, theater, and philosophy.
- Complete a **minor** in Underwater archaeology, Classics, Asian Studies, Medieval Studies, among others.
- Meet the **certification requirements for teaching** history or social studies in elementary, middle, or secondary school. (Students choosing this option should consult with the URI Center for the Humanities Speaker Series.)

NEWS AND EVENTS

'Historian' Among Top Ten Jobs

The job historian is ranked as one of the top 10 careers in a recent survey discussed in the *Wall Street Journal*. [See the story here](#)

Upcoming Faculty Lectures:

Professor Marie Jenkins Schwartz:
"Slaves in the First Family: The Washingtons"
URI Center for the Humanities Speaker Series
Thursday, March 4, 4:30-6:00 pm
University Club

Professor Evelyn Sterne:
"Blue State Bible Belt: Evangelical Protestantism in 20th Century New England"
URI Center for the Humanities Speaker Series
Thursday, April 22, 4:30-6:00 pm
University Club

LINKS AND INFO

- [Museum of Underwater Archaeology](#)
- [Feinstein \(Providence\) Campus](#)
- [Student Forms](#)
- [Study Abroad](#)

3. Department of Communicative Disorders, "Why Communicative Disorders at URI?"

<http://www.uri.edu/hss/cmd/why_cmd.html>

- Includes data on employment rates of graduates, students passing PRAXIS exam on the first try, and time to graduation.

4. Department of Civil and Environmental Engineering <<http://www.uri.edu/cve/>>

- Home page highlights departmental research strengths, points of pride of the department, and the relevance of civil and environmental engineering in providing solutions to real-world problems.

Profile the strengths of your faculty.

- *Include photos, research interests, publications, contact information. (Gear the information presented toward an external audience; links to faculty C.V.'s can provide more detailed lists of publications, etc. for those who are interested.)*

Examples:

1. Department of Human Development and Family Studies, "Faculty and Staff" <<http://www.uri.edu/hss/hdf/faculty/index.htm>>

- Main faculty and staff page includes photos and contact information. Photos of staff members are included. Page feels welcoming.
- Individual faculty pages are accessible and engaging.



HDF Home

Why HDF at URI?

Undergraduate Programs

Graduate Programs

Affiliated Programs

Faculty & Staff

Outreach

Giving to HSS

2 Lower College Road
Kingston, RI 02881
401.874.2160 (p)

Sue K. Adams

Education:

Ph.D. (Clinical Psychology), 2007, University of Massachusetts Boston
 Predoctoral Clinical Internship, 2006-2007, Brown University
 Clinical Psychology Consortium
 M.A. (Clinical Psychology), 2004, University of Massachusetts Boston
 B.A. (Psychobiology), 2001, Wheaton College (MA)

Curriculum Vitae

Teaching Interests:

- Family and community health
- Pediatric psychology
- Health disparities
- Counseling strategies
- Families and stress

Research Interests:

With a doctoral degree in clinical psychology, Dr. Adams's teaching, research and clinical interests are focused in the area of physical and mental health promotion. Dr. Adams has received extensive research training in the area of childhood asthma, exploring cultural factors that influence children's asthma management. Dr. Adams's research interests also include examining the impact of sleep on college students' academic, psychological, and social



NEWS & ANNOUNCEMENTS

Join the HDF Club! HDF Club supports the professional development of HDF majors, and provides networking opportunities between students and faculty. [Learn more...](#)

Promising career outlook for Couple and Family Therapy

As one of the 50 best careers of 2010, CFT should have strong growth over the next decade. [Article in US News](#)

More evidence for client feedback in Family Therapy

Research by Dr. Jackie Sparks and her colleagues finds more proof that client feedback improves therapy.

FOR CURRENT STUDENTS

- [HDF Club](#)
- [Advising Guide](#)
- [Field Experience](#)
- [CDC Involvement Opportunities](#)
- [Jobs & Careers](#)
- [Professional Associations](#)

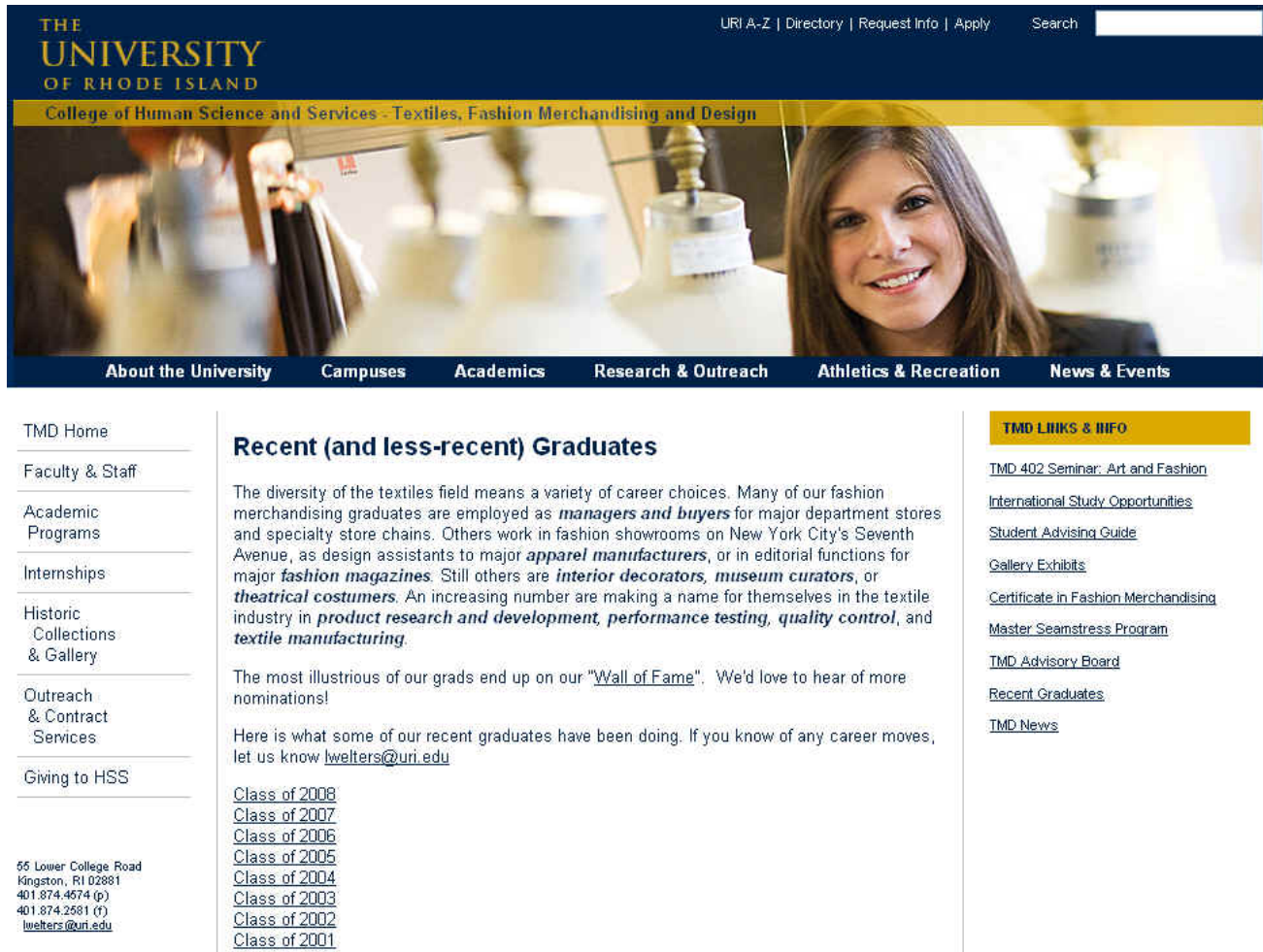
2. College of Nursing, "Faculty and Staff" <<http://www.uri.edu/nursing/facultyandstaff.html>>
 - Accessible and engaging narrative on individual faculty pages.
 - Could be improved by compacting faculty listing and adding photos.
3. Department of Mathematics, "Math Faculty and Staff" <<http://www.math.uri.edu/People/faculty/index.html>>
 - Attractive photo layout employing current photos.
 - Could be improved by updating design of individual faculty pages and including accessible narrative and/or faculty interests in their own words.
4. College of Business Administration <<http://www.cba.uri.edu/>>
 - Main college page includes a "Faculty Spotlight," e.g. <<http://www.cba.uri.edu/spotlight/faculty/2010/February/>>

Provide concrete examples of relevant and rewarding careers available to students with a degree in your field.

- For example, include an online business card directory of departmental alumni, accompanied with photos and short biographical sketches.
- Statistics on employment and salaries of graduates, if available.
- Alumni statements and testimonials.

Examples:

1. Department of Textiles, Fashion Merchandising, and Design, "Recent Graduates" <<http://www.uri.edu/hss/tmd/grads.html>>
 - Provides examples of careers available to TMD degree-holders. Lists jobs held by selected graduates by graduation year. "Wall of Fame" offers alumni profiles with photos.



The screenshot shows the website for the College of Human Science and Services - Textiles, Fashion Merchandising and Design at The University of Rhode Island. The page is titled "Recent (and less-recent) Graduates". The main content area contains a paragraph about the diversity of career choices in the textiles field, listing roles such as managers and buyers, design assistants, fashion magazine editors, interior decorators, museum curators, and theatrical costumers. It also mentions a "Wall of Fame" and provides contact information for graduates. A sidebar on the left lists navigation options like "TMD Home", "Faculty & Staff", and "Academic Programs". A sidebar on the right lists "TMD LINKS & INFO" including "TMD 402 Seminar: Art and Fashion", "International Study Opportunities", and "Recent Graduates".

2. Department of Human Development and Family Studies, "HDF Careers" <<http://www.uri.edu/hss/hdf/careers.html>>
 - Lists types of careers available to HDF graduates, as well as a list of selected first jobs held by recent graduates. A "Detailed Guide to HDF Jobs and Careers" <http://www.uri.edu/hss/hdf/career_guide.html> provides an extensive list of potential job titles and employers for those with HDF degrees.
 - Could be improved by profiles of selected alumni.
3. College of Business Administration <<http://www.cba.uri.edu/>>

- Main college page includes an "Alumni Spotlight," e.g. <<http://www.cba.uri.edu/spotlight/alumni/2010/February/>>.
4. Women's Studies Program, "Careers" <<http://www.uri.edu/artsci/wms/careers.html>> and "Alumnae and Friends" <<http://www.uri.edu/artsci/wms/alum.html>>
- Linked prominently from the departmental home page, careers page lists skills acquired by Women's Studies majors or minors and related careers.
 - Alumnae page profiles recent graduates in their own words. Includes photos.

Clearly communicate degree requirements and courses offered.

- Lists of courses required help students understand exactly what is needed for the major.

Examples:

1. Department of Computer Science and Statistics, "Computer Science Undergraduate Programs" <<http://www.cs.uri.edu/academics/undergraduate-studies/>>
 - For each undergraduate degree offered, provides list of course requirements, sample program of study, and download-able curriculum worksheet.



Home
Academics
Undergraduate Studies
Graduate Studies
Course Listings
Research
Research Groups
Technical Reports
About Us
Faculty and Staff
Graduate Students
Department Contacts
Facilities
Department Resources
Webmail
Technical Reference (FAQ)
Room & Equip Calendars
Useful Forms
Activities
Comp Sci Summer Camp
News
Jobs in Computer Science
The Department Spotlight

Computer Science B.S. Curriculum

Students following the B.S. curriculum will be particularly well prepared for graduate study in computer science.

Course Requirements

56 CREDITS FROM THE FOLLOWING REQUIRED
CORE COURSES:

- CSC 110 - Computing Concepts (4cr)
- CSC 211 - Introductory Programming and Design (4cr)
- CSC 212 - Data Structures and Abstractions (4cr)
- CSC 301 - Fundamentals of Programming Languages (4cr)
- CSC 305 - Software Engineering (4cr)
- CSC 340 - Mathematical Foundations of Computer Science (4cr)
- CSC 411 - Computer Organization (4cr)
- CSC 412 - Operating Systems and Networks (4cr)
- CSC 440 - Algorithms and Data Structures (4cr)
- CSC 499 - Project in Computer Science (8cr)
- Including at least one of the following:
 - CSC 350 - Fundamentals of Mathematical Computation (4cr)
 - CSC 445 - Models of Computation (4cr)

Sample B.S. Program of Study

A typical plan for graduating in four years follows:

SEMESTER 00: 15 CREDITS

- CSC 110 - Computing Concepts (4cr)
- MTH 141 - Introductory Calculus with Analytic Geometry (4cr)
- URI 101 - Traditions and Transformations: A Freshman Seminar (1cr)
- WRT 101 - Composition (3cr) [No Longer Offered]
- Basic Liberal Studies requirement or Elective (3cr)

SEMESTER 01: 17 CREDITS

- COM 100 - Communication Fundamentals (3cr)
- CSC 211 - Introductory Programming and Design (4cr)
- MTH 142 - Intermediate Calculus with Analytic Geometry (4cr)
- Basic Liberal Studies requirement (3cr)
- Elective (3cr)

SEMESTER 02: 17 CREDITS

2. Department of Electrical, Computer, and Biomedical Engineering, "Checksheets" <<http://www.ele.uri.edu/advising/checksheets/index.html>>
 - For each degree program within the department, provides download-able check-sheets listing degree requirements. Avoids confusion caused by curriculum changes by providing a separate sheet for each class year.
 - Could be improved by updating site design.

3. Department of Journalism, "Journalism's Major Worksheet" <<http://www.uri.edu/artsci/jor/newpink.htm>>
 - Chart simplifies curriculum choices required of majors. Available also in download-able form.

Include opportunities for internships, service learning, and study abroad.

Examples:

1. Department of Textiles, Fashion Merchandising, and Design, "TMD Internships" <<http://www.uri.edu/hss/tmd/interns.html>>
 - Linked prominently from the departmental home page, explains steps to take to pursue an internship and lists recent internships held by students.

The screenshot shows the 'TMD Internships' page. At the top is a navigation bar with links: About the University, Campuses, Academics, Research & Outreach, Athletics & Recreation, News & Events. Below this is a sidebar on the left with links: TMD Home, Faculty & Staff, Academic Programs, Internships, Historic Collections & Gallery, Outreach & Contract Services, Giving to HSS. The main content area is titled 'TMD Internships' and contains the following text:

Internships are periods of practical experience in a textile or textile-related field. This experience supplements the coursework and gives you valuable experience in a career. It might also be useful to let you understand what you *don't* want to do when you graduate. It is unrealistic to do an internship without some background knowledge gained from coursework, so internships are carried out in the junior or senior year. For some areas of internship there are preferred course prerequisites.

If you are interested in an internship, first, determine what kind of an internship you want. Then approach the appropriate faculty member to arrange the details (i.e., requirements, placement, application procedure, and registration). You will need an override form signed by the instructor to register for TMD 461 and/or TMD 462, the course codes for internships. Consult the faculty areas of specialization below in making your choice.

Students have interned at sites that include Ford Modeling agency, Echo Design Group, Anthropologie, IMG modeling, Mia Bambini, Interview Magazine, U.S. Navy Textiles and Clothing Research Center, Vera Wang, Joseph Abboud, Union Bay, "Saturday Night Live" Costume Shop, Microfibres, Color Association of the U.S., DiLionardo International, The Gap, Structure, Casual Corner, Macy's, T.J. Maxx, Filene's, J.C. Penney, Kasper, Kenyon Consumer Products,

Summer 2009 internships:

Jenna Dickerman: Green Envy, Newport RI	Samantha Karmel: Hue, NYC	Amy Loflin: Gossip, Newport, RI
Rachel Oxman: Sugar, Newport, RI	Raquel Paulo: Ilene Oren, NYC	Ashley Sayers: Gucci, NYC
Laura Weller: Gossip, Newport, RI	Sarah English: Pacific Worldwide, NYC	Elizabeth Weaver: Accessories Magazine, NYC
Carly Benedetto: Botega Giuliana, New Haven CT	Alexa Knox: Liz Claiborne, NYC	Joanna Ricciardi: Williams Sonoma, Montclair, NJ
Marla Horenbeim: Fitness Magazine, NYC	Meghan Pacheco: Brioni, NYC	Rachel Friedman: John Loecke Inc. Brooklyn, NY
Brittney Hogan: David Yurman, NYC	Makara Chan: Banana Republic, Providence	Cheryl McIntyre: Island Issue Inc., Wellesley, MA

On the right side of the page, there is a yellow header for 'TMD LINKS & INFO' with a list of links: TMD 402 Seminar: Art and Fashion, International Study Opportunities, Student Advising Guide, Gallery Exhibits, Certificate in Fashion Merchandising, Master Seamstress Program, TMD Advisory Board, Recent Graduates, TMD News.

At the bottom left of the page, contact information is provided: 55 Lower College Road, Kingston, RI 02881, 401.874.4574 (p), 401.874.2581 (f), lwatters@uri.edu.

2. Department of Communicative Disorders, "Undergraduate Internships" <<http://www.uri.edu/hss/cmd/internships.html>>
 - Outlines steps to take to pursue an internship, lists locations where students have recently held internships, and links to the Office of Internships and Experiential Education.
3. Department of Journalism, "Internships" <<http://www.uri.edu/artsci/jor/jorinterns.htm>>
 - Linked prominently from the second-level departmental pages, lists specific internships held by students in recent semesters.
 - Could be improved by providing more information on process of finding internship opportunities and incorporating links to student self-evaluations and contact information as mentioned.

Include information on support services and programs available to students.

- *Provide information on departmental or university advising and mentoring programs as well as complementary support networks.*
- *Showcase living and learning communities.*

Examples:

1. College of Nursing, "First Year Living and Learning Community" <<http://www.uri.edu/nursing/livinglearninginfo.html>>
 - Linked prominently from the college home page, outlines benefits of the College of Nursing Living and Learning Community in Peck Hall. Includes behind-the-scenes, student-created video.
2. International Engineering Program, "IEP Houses" <<http://www.uri.edu/iep/houses.html>>
 - Linked prominently from the program home page, describes IEP living options and amenities. Includes photos.
3. College of Continuing Education, "Student Resources" <<http://www.uri.edu/prov/studentresources/overview.html>>
 - Linked prominently from the college home page, includes links to the Academic Advising Office, Academic Skills Center, Office of Student Services, Child Development Center, computer labs, and library.

Use good-quality photos and videos to capture the attention of site visitors.

- *Show people in action: students, faculty, staff, classes and labs in session, field trips, speakers, student social events, etc.*

Examples:

1. Women's Studies Program <<http://www.uri.edu/artsci/wms/>>
 - Dynamic, up-to-date photos of students and faculty are used generously throughout the pages of the site.

Include current news and events listings.

- An up-to-date listing of department-related lectures, awards, faculty publications and activities, student events, and deadlines conveys a sense of excitement, that there is lots going on.

Examples:

1. Department of Civil and Environmental Engineering <<http://www.uri.edu/cve/>>
 - "News and Events" column on home page prominently lists student, alumni, and faculty news. Includes eye-catching photos and links to additional information.

The screenshot shows the top navigation bar of the University of Rhode Island website with categories: University, Campuses, Academics, Research & Outreach, Athletics & Recreation, and News & Events. The main content area is titled "Civil Engineers are Changing the World" and contains several paragraphs of text about the department's focus on sustainable technologies, infrastructure, and transportation. It also features a "NEWS AND EVENTS" sidebar with three items: a photo of Mark Dowdell with a caption about his interview on CNN, a photo of Wellington Hall with a caption about his job at RIDOT, and a photo of URI ASCE Student Chapter members with a caption about their hardware from a conference.

Civil Engineers are Changing the World

These are exciting times to be a civil engineer as we are uniquely qualified to solve some of the most pressing contemporary issues including deteriorating infrastructure, clean water and affordable energy.

The Civil and Environmental Engineering Department at the University of Rhode Island has a dynamic faculty committed to provide you the tools to be an effective leader in the global economy. People like Dr. Vinka Craver who is developing sustainable technologies for water and wastewater treatment in South America. People like Dr. Mayrai Gindy who is developing advanced technologies to determine the condition of our aging bridges. People like Dr. Natacha Thomas who is designing effective systems for evacuation from areas subject to extreme events. People like Dr. Christopher Hunter whose work on intelligent transportation systems can solve some of the traffic problems in the urban environment. Or people like Dr. Christopher Baxter who is evaluating tsunami hazard and liquefaction of sands.

Our students enjoy a rigorous but satisfying curriculum including the award winning senior capstone studio class, a large number of hands-on laboratory experiences, a strong international program at both the undergraduate and graduate levels, leadership opportunities in many student organizations and opportunities for research and close interaction with faculty members.

You can be a part of the solution. You can lead in improving our infrastructure and transportation systems, clean the air and the water and help to advance civilization and build our quality of life.

We invite you to explore our program and will be glad to provide you any additional information that you may need.

George Tsiatas
Professor and Chair

NBC Channel 10 Highlights the Smart Lab

NBC Channel 10 was on campus December 14 for a special report on Professor Gindy's Structural Monitoring and Remote Testing (SMART) Laboratory.



URI ASCE Student Chapter members bring home the hardware from the 2009 ASCE New England Student Conference and Canoe Competition.

2. School of Education <<http://www.uri.edu/hss/education/>>
 - "Upcoming Events" and "In the News" sections on home page list items of interest. Separating events and news can make information more accessible.
3. Department of History <<http://www.uri.edu/artsci/his/>>

- "News and Events" box on home page prominently lists upcoming faculty lectures and other departmental news.
4. Department of Textiles, Fashion Merchandising, and Design <<http://www.uri.edu/hss/tmd/>>
 - "News and Announcements" section on home page lists items of interest. "[More](#)" links to an archive of recent departmental news with photos and links to additional information.

Link to discipline-related student clubs, organizations, and activities.

1. Department of Human Development and Family Studies, "HDF Club" <http://www.uri.edu/hss/hdf/hdf_club.html>
 - Linked from department home page, provides information and upcoming events for the current semester. Of the examples listed here, this page was the only one with current information.
 - Could be improved by photos of student events.
2. College of Nursing, "Organizations" <http://www.uri.edu/nursing/organizations_committees/organizations.html>
 - List and descriptions of organizations for nursing students, with links to more information.
3. Department of Electrical, Computer, and Biomedical Engineering, "Organizations" <<http://www.ele.uri.edu/organizations/>>
 - Lists technical societies, honors societies, and diversity in engineering societies available to students. Links to organization pages provide additional information.
 - Could be improved by updating site design and removing links to pages of organizations that have not been updated in a long time.

Incorporate interactive technologies into your site.

- *Make use of technologies that facilitate two-way communication and build community, for example social networking sites, instant messaging, discussion boards.*
- *Use technologies that create communication options, for example video and podcasts geared toward prospective students, text geared toward parents.*
- *Offer e-mail communication with program coordinators, faculty and staff persons, and student organizations.*
- *Allow online registration to receive departmental newsletters and event announcements.*

Examples:

1. International Engineering Program <<http://www.uri.edu/iep/>>
 - IEP offers a [student blog](#) hosted on Wordpress as well as a [Flickr site](#), both of which could be improved by implementing procedures for keeping content up-to-date.
 - IEP's home page also links to their [facebook page](#), which contains current postings and photos. A facebook *group* (as opposed to a page) would allow for more interactivity by allowing students and others to post content.

facebook 20 Search Home

University of Rhode Island International Engineering Program (URI IEP)

Wall Info Photos

University of Rhode Island International Engineer... + Fans
University of Rhode Island International Engineer... Just Fans

 University of Rhode Island International Engineering Program (URI IEP)
Want to be in the URI yearbook??
<http://www.uri.edu/yearbook/>
 Renaissance - The Official Yearbook of the University of Rhode Island
www.uri.edu
4 hours ago · Share

 University of Rhode Island International Engineering Program (URI IEP)
The new Web site for the 2010 Colloquium on International Engineering is up!
Check out the video interviews, More to come...
<http://www.uri.edu/iep/colloquia/2010/>
 International Engineering Program - University of Rhode Island
www.uri.edu
The University of Rhode Island
March 19 at 2:20pm · View Feedback (1) · Share

 University of Rhode Island International Engineering Program (URI IEP)
URI graduate switches TV networks, aims to show off her worldly experience to all!
http://news.yahoo.com/s/nm/20100319/us_nm/us_amanpour
 CNN veteran Christiane Amanpour moves to ABC News - Yahoo! News
news.yahoo.com
Veteran journalist Christiane Amanpour was named on Thursday to anchor the ABC News' Sunday morning program "This Week" starting in August, after 27 years as an international correspondent for CNN.
March 18 at 10:06pm · Share

 University of Rhode Island International Engineering Program (URI IEP)
<http://www.lexiophiles.com/english/top-list-of-the-hardest-languages-to-learn>
 Top List of the hardest languages to learn - Lexiophiles
www.lexiophiles.com
There are some controversial questions which to some extent may never be

 Suggest to Friends

The Gold Standard for International Engineering Education.

Information

Location:
61 & 67 Upper College Road
Kingston, RI, 02881

Phone:
401-874-4283

Fans

6 of 201 fans · See All

 Joe Pi-man
 Walter von Reinhart
 Tom Duarte

 Rico Kolossa
 Damon Rarick
 Adrienne Mundorf

Photos

2 of 4 albums · See All

 Student life abroad: Oktoberfest and more
Created about 2 weeks ago

2. Department of Ocean Engineering <<http://www.oce.uri.edu/>>
 - Linked from the home page is an ocean engineering-related [blog](#), maintained by the department, and a department [Twitter feed](#).
3. College of Pharmacy <<http://www.uri.edu/pharmacy/>>
 - Home page offers video news items, and links to a [video showcase](#) for the college.
 - Home page also links to an interactive [Google Calendar](#) listing college events. Could be improved by populating calendar with more events.
4. Department of Electrical, Computer, and Biomedical Engineering, "Undergraduate Programs in the Department" <<http://www.ele.uri.edu/ugprog/>>
 - Offers an email listserv to provide information relevant to the undergraduate programs in the department. Students (and others) can subscribe.
5. College of Continuing Education, videos <<http://www.uri.edu/prov/videos/videos.html>>

- Professionally-produced videos highlighting students at CCE and the college's programs.

Organize your site to accommodate multiple audiences.

- *Even as you focus on student recruitment, keep in mind that departmental Web sites serve a number of audiences, including prospective students, parents, current undergraduate and graduate students, alumni, faculty, administrators, colleagues from other universities, and accreditation authorities. Information should be available to meet the needs of all of these audiences.*
- *Use navigational links to organize information by target population (e.g. "for prospective students," "for current students," "for alumni") as well as by functional topic (e.g. "forms," "jobs," "facilities").*

Examples:

1. College of Pharmacy <<http://www.uri.edu/pharmacy/>>

- Navigation bar asks "Who Are You?" and when clicked provides page customized to audience.



Who are you?

Prospective

- Pharm.D. Student
- Pharm.D. Transfer Student
- Graduate Student

Current

- Pharm.D. Student
- Graduate Student

- Alumni
- Preceptor
- Healthcare Professional
- Law Enforcement

- Faculty/Staff

About Pharmacy

News



2. Department of Electrical, Computer, and Biomedical Engineering <<http://www.ele.uri.edu/>>
 - Offers different paths through the site for prospective students, current students, graduate students, and campus visitors.

OVERALL BEST-PRACTICES AMONG DEPARTMENTAL WEB SITES AT URI

After viewing the Web sites of academic departments at URI and elsewhere, this committee concluded that the departmental site at the University of Rhode Island that best exemplifies, overall, the criteria outlined above is the site of the [Department of Human Development and Family Studies](#).

The HDF site incorporates most of the best practices discussed here. It highlights program and faculty strengths, contains career information, clearly outlines program requirements, provides information on internships, field experiences, and undergraduate research opportunities, showcases current news and announcements, and offers links to student clubs and professional organizations.

We found the HDF site to be simple, well-organized, and accessible. It conforms to the University brand and thus interacts coherently with other college and university pages, helping to present a unified image for the university. Most of all, we felt that the HDF site is *achievable*. It clearly demonstrates that it is possible to create a departmental Web site with excellent content and design with resources currently available.

With the addition of student voices (e.g. student and alumni profiles), more photo and video content, the incorporation of interactive technologies (e.g. a facebook page or group, an online calendar), links to student support services, and possibly additional links for groups such as alumni, it could be an even stronger example of the best practices we've outlined here.



[About the University](#)

[Campuses](#)

[Academics](#)

[Research & Outreach](#)

[Athletics & Recreation](#)

[News & Events](#)

[HDF Home](#)

[Why HDF at URI?](#)

[Undergraduate Programs](#)

[Graduate Programs](#)

[Affiliated Programs](#)

[Faculty & Staff](#)

[Outreach](#)

[Giving to HSS](#)

2 Lower College Road
Kingston, RI 02881
401.874.2150 (p)

Welcome to the Department of Human Development and Family Studies

The Department of Human Development and Family Studies (HDF) offers a wide range of innovative learning opportunities designed to immerse students in all types of educational, community and therapeutic settings. Through hands-on experiences working with individuals, families, and groups of all ages, students can gain an in-depth understanding of human development at all levels. HDF graduates possess the professional skills and experience that make them uniquely qualified to succeed in a range of career paths that enhance human potential across the lifespan.

HDF offers a range of opportunities to engage in hands on learning in the local community with people of all ages. Some examples include:

- Observe children at the [Child Development Centers](#)
- Counsel individuals, couples and families at the [Couple and Family Clinic](#)
- Interact with lifelong learners and foster relationships across generations through the [Gerontology Program](#)
- Participate in [internships](#) in a variety of community settings including schools, nonprofit organizations and governmental agencies
- Study with professors who are engaged in long term relationships with the local community

NEWS & ANNOUNCEMENTS

Join the HDF Club! HDF Club supports the professional development of HDF majors, and provides networking opportunities between students and faculty. [Learn more...](#)

Promising career outlook for Couple and Family Therapy

As one of the 50 best careers of 2010, CFT should have strong growth over the next decade [Article in US News](#)

More evidence for client feedback in Family Therapy

Research by Dr. Jackie Sparks and her colleagues finds more proof that client feedback improves therapy.

FOR CURRENT STUDENTS

- [HDF Club](#)
- [Advising Guide](#)
- [Field Experience](#)
- [CDC Involvement Opportunities](#)
- [Jobs & Careers](#)
- [Professional Associations](#)

FURTHER READING

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