

2005-06 ANNUAL REPORT ON ACADEMIC PROGRAM ASSESSMENT

SCHOOL OF HUMAN ECOLOGY UNIVERSITY OF WISCONSIN-MADISON

(Submitted by Wendy L. Way, Associate Dean - June 30, 2006)

1. Describe any revisions or updates to the SoHE Assessment Plan during the past year.

During the past year, the School of Human Ecology (SoHE) Undergraduate and Graduate Program Councils and the SoHE Academic Planning Council have spent considerable time reviewing assessment activities in the School and updating processes used to gather and utilize information regarding student academic performance – for purposes of program improvement. An accomplishment of the past year was revision of the conceptual framework for integrating assessment into the SoHE governance process. Such a framework had originally been approved in 1999 but needed to be updated to reflect changes in committee and administration structures. The revised framework is provided below and clarifies the roles and responsibilities for assessment within and among: departments, the Undergraduate and Graduate Program Councils, Academic Planning Council, Chair’s Administrative Council, Office of Student Academic Affairs, Associate Dean, and Dean.

Assessment in the SoHE Governance Process

Revised Spring 2006

Source	Nature of Information or Request	Recipient
Departments	Request for assessment information or resources	Associate Dean
Departments	Annual report on department assessment activities	Associate Dean
Departments	Changes to department or program SoHE Alumni Questionnaire insert	Associate Dean
Departments	Course or curricular changes resulting from assessment	UPC / GPC
Departments	Changes in advising, checklists, or recruitment resulting from assessment	Student Academic Affairs
Departments	Requests for resources to support changes in programs and departments resulting from assessment	Dean
UPC / GPC	Approved course or curricular changes resulting from assessment	Dean
Student Academic Affairs	Results of department-specific SoHE Alumni Questionnaire	Departments
Student Academic Affairs	Findings from school-wide and	Associate Dean

	department-specific SoHE Alumni Questionnaire	
Associate Dean	Assessment-related information and resources	Departments
Associate Dean	Annual Report on SoHE assessment activities summarizing extent of School and departmental progress in implementing University assessment initiatives	Academic Planning Council & Chair's Advisory Council
Associate Dean	Approved changes to program inserts and any general changes to SoHE Alumni Questionnaire	Student Academic Affairs
SoHE Faculty	Input and feedback on the assessment process in SoHE	Faculty Representatives on APC, DAC & AC
Academic Planning Council	Approved annual report on SoHE assessment activities	Dean
Academic Planning Council	Approved requests for resources to support assessment-related program and departmental changes	Dean
Chair's Advisory Council	Approved annual report on SoHE assessment activities	Dean
Associate Dean	Approved annual report on SoHE assessment activities	University Assessment Council
Associate Dean	Approved course or curricular changes resulting from assessment	Divisional Committee
University Assessment Council	Assessment information and implementation requirements	Dean & Associate Dean

2. Describe assessment activities conducted for unit-wide programmatic or curricular review.

A major accomplishment of the past year was a review and revision of the alumni questionnaire for undergraduate program completers in the School of Human Ecology. This questionnaire, developed by the Undergraduate Program Council in cooperation with departmental program committees, questions graduates about the extent to which their academic programs helped them develop general abilities such as those related to communication, leadership, problem solving, creative thinking, and working effectively with others (the focus was on abilities that have been identified as essential for success in high performance workplaces and communities of the future). The questionnaire also provides an opportunity for graduates to weigh in about the extent to which their programs helped them develop disciplinary content knowledge, skills, and abilities related specifically to their majors. The revised alumni questionnaires are provided in Appendix A.

3. Describe the assessment activity in your academic programs and department.

During the past year, representatives from each SoHE department had an opportunity to conduct an assessment audit and as necessary, develop or revise departmental assessment plans. The academic program assessment seminar led by Dr. Barbara Walvoord in March and sponsored by the University Assessment Council was extremely helpful in facilitating this process. As a result, all School of Human Ecology departments now have detailed plans for assessing student learning in all majors. These plans include specification of the learning outcomes for each major as well as an indication of how and where evidence of achievement of these outcomes will be collected. Departments also have plans for summarizing, discussing, and utilizing assessment information at both the department and school-wide level. Department assessment plans are provided in Appendix B.

Three programs in SoHE utilize portfolios as direct measures of student performance. These include the two design majors, Interior Design and Textile and Apparel Design, and the Family and Consumer teacher certification major. The movement toward use of electronic portfolios is generally viewed favorably by both students and staff because they can be easily and efficiently reviewed and are useful in documenting and nurturing professional development, and facilitating school-to-career transition.

SoHE efforts to use e-mail and web-based technologies to survey alumni have been disappointing. During the 2004-05 academic year, SoHE partnered with the Wisconsin Alumni Association to pilot test an e-mail and web-based survey of a group of Consumer Science graduates. A very low response rate was achieved. Subsequent discussions with WAA and others on campus during the past year suggest that e-mail contact information for alumni is problematic and the e-mail databases are of limited usefulness for gathering assessment information.

One highly successful activity of the past year, however, has been the work of a Retail Assessment Committee which reviewed the curriculum (including student learning outcomes) for the Retailing program. This committee, led by two members of the SoHE Board of visitors, surveyed a national sample of major retailing firms regarding skills and abilities needed by new retailing employees and compared the needs assessment data with current program requirements. Findings underscored the need for graduates to develop abilities related to leadership, teamwork, and retail mathematics and also suggested the need to supplement local and regional internships with more corporate-level opportunities (see Appendix C). Results have been used to fine-tune the retailing curriculum. The Dean and SoHE staff are also working to develop additional corporate internships, and consideration is being given to creating a Retail Advisory Board and establishing a Center for Retailing Excellence.

4. Describe plans for assessment activities for the coming year.

Several assessment activities are planning for the 2006-07 academic year. One activity will be to survey all Human Ecology graduates from the last three years using the newly developed alumni questionnaires. Results will be summarized for use at both the departmental and School levels.

Besides surveying alumni, plans for next year include reviewing the curricula of the undergraduate programs in interior design and community leadership. Task forces have been appointed for each of these initiatives and have already begun their work.

APPENDIX A

**School of Human Ecology -- University of Wisconsin-Madison
Alumni Questionnaire**

1. NAME/ADDRESS:

First Name: _____ *Last Name (at graduation):* _____

New Last Name (if applies) _____

Phone number: (_____) _____ E-mail: _____

If address at which we reached you is correct, check here . Otherwise please provide current address below.

Current address _____ City _____
State _____ Zip _____

2. Month and year of graduation: _____

3. Gender	<input type="checkbox"/> Female	<input type="checkbox"/> Male		
4. Age	<input type="checkbox"/> 21-25 years	<input type="checkbox"/> 26-30	<input type="checkbox"/> 31-35	<input type="checkbox"/> 36-40
	<input type="checkbox"/> over 40			

5. Please check the major and options below that apply to you.

MAJORS	OPTIONS
<input type="checkbox"/> Human Development and Family Studies	<input type="checkbox"/> Child Development <input type="checkbox"/> Family Studies
<input type="checkbox"/> Consumer Science	<input type="checkbox"/> Consumer Affairs in Business <input type="checkbox"/> Family Economics <input type="checkbox"/> Personal Finance
<input type="checkbox"/> Retailing	
<input type="checkbox"/> Interior Design	
<input type="checkbox"/> Textile and Apparel Design	<input type="checkbox"/> Apparel <input type="checkbox"/> Textile
<input type="checkbox"/> Family, Consumer and Community Education	<input type="checkbox"/> Teacher Certification <input type="checkbox"/> Community Leadership
<input type="checkbox"/> Human Ecology	
<input type="checkbox"/> Family & Consumer Journalism	

6. If you completed a double major, list other field:

7. If you completed any certificates as part of your UW degree, list certificate(s):

8. a) Are you currently employed? Yes No

b) If yes, answer questions in boxes below.

<ul style="list-style-type: none">• Current employer: _____• Title: _____ _____• Total earnings per year: \$ _____	<ul style="list-style-type: none">• Is your job related to your major in SOHE? <input type="checkbox"/> Yes, it is directly related to my major. <input type="checkbox"/> Yes, it is somewhat related to my major. <input type="checkbox"/> No, it is unrelated to my major.
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c) If no, are you currently seeking employment? Yes No

9. If you are pursuing or have completed another degree since graduation from UW, provide information below:

1) Institution: _____	Degree: _____

2) Institution: _____	Degree: _____

10. List additional experiences, licenses or certificates since graduation (e.g., military, volunteer experiences, Peace Corps, Certified Financial Planner, Family Life Educator, National Council for Interior Design Qualification, State Licensing):

11. In your experience in Human Ecology, how satisfied were you with the following? (circle ratings of 1-5)	1 Very Dissatisfied	2 Dissatisfied	3 Satisfied	4 Very Satisfied	Not Applicable
A. the sequencing and integration of course work in your major	1	2	3	4	
B. the usefulness of your internship, practica, coop, or service learning experience	1	2	3	4	
C. the timing of course offerings (time of day, number of meetings), met my needs	1	2	3	4	
D. the format of the course met my needs (distance education, face-to-face, mixed method)	1	2	3	4	
E. access to equipment and technology required for your major	1	2	3	4	
F. Instruction in your major	1	2	3	4	NA
G. Services available for:					
1. academic advising	1	2	3	4	NA
2. career planning	1	2	3	4	NA
3. career placement	1	2	3	4	NA
H. Availability of School of Human Ecology student organizations	1	2	3	4	NA
I. What is your overall satisfaction with the general quality of the following?					
1. UW-Madison	1	2	3	4	
2. the School of Human Ecology	1	2	3	4	
3. your program or major	1	2	3	4	
4. your preparation for your first job related to your major	1	2	3	4	NA

12. Additional Comments:

13. Do you feel you gained competencies in these abilities as a result of your program? (circle ratings of 1-4)				
ABILITIES	1 Not Prepared	2 Somewhat Prepared	3 Well Prepared	4 Extremely Well Prepared
A. Communication:				
1. professional writing	1	2	3	4
2. professional speaking	1	2	3	4
3. using visual presentation when appropriate	1	2	3	4
4. using a computer	1	2	3	4

B. Solving problems	1	2	3	4
C. Thinking creatively	1	2	3	4
D. Applying scientific reasoning	1	2	3	4
E. Working effectively with others	1	2	3	4
F. Assuming leadership roles	1	2	3	4
G. Understanding & working within complex systems	1	2	3	4
H. Appreciating & responding to multiple perspectives	1	2	3	4
I. Designing or producing a product or providing service based on the need of client or population	1	2	3	4
J. Working with and applying a variety of technologies	1	2	3	4
K. Organizing and using resources effectively	1	2	3	4
L. Gathering, evaluating & applying information to new situations	1	2	3	4

14. Of the abilities listed in question #12, do you think any need to be emphasized to a greater extent by the program?

Yes No

If yes, please indicate the number or letter that corresponds to the ability or abilities you think should be emphasized:

15. What additional suggestions do you have to improve the educational experience in YOUR MAJOR? (e.g., emphasizing additional abilities or knowledge, providing more hands-on experiences, providing more professional-skills training, etc.)

16. If you experienced any challenges or difficulties related to your post-graduation goals, please describe:

17. Place a checkmark in the box if you give permission for SOHE to provide your name and phone number to SOHE

students who may want to contact you about your experience or career.

Thank you for completing this survey!
Your feedback will help improve programs and courses in the School of Human Ecology.

RETURN SURVEY TO:

**Office of Student Academic Affairs
School of Human Ecology
1300 Linden Drive
University of Wisconsin-Madison
Madison, WI 53706 - 1524**

INTERIOR DESIGN ALUMNI INSERT

The questions below relate specifically to your experiences as an Interior Design major.
Please reflect on those experiences when answering the questions below.

1. Answer questions related to the content areas listed below. Circle ratings that apply.

To what extent did your B.S. degree in Interior Design help you develop the following:

	1 Not at all	2 A little	3 A fair amount	4 A great deal
1. Business content: a. standard business practice	1	2	3	4
b. ethics in business	1	2	3	4
2. Knowledge and Application of laws, codes, regulations, architectural and interiors standards that protect health & safety of the public	1	2	3	4
3. Knowledge and Application of human behavioral theory and studies geared toward the welfare of the public	1	2	3	4
4. Building systems (mechanicals, plumbing, electrical—lighting) and ability to design within the context of building systems	1	2	3	4
5. Knowledge and specifications of materials and products:				
a. office systems	1	2	3	4
b. textiles	1	2	3	4
c. materials such as wood, metals, laminates, plastics, ceramics, glass	1	2	3	4
d. furniture and equipment for various facilities	1	2	3	4
e. lighting	1	2	3	4
f. art/accessories	1	2	3	4
g. custom design	1	2	3	4
6. Knowledge and application of interior design processes	1	2	3	4
7. Knowledge and application of spatial development skills				
a. space planning	1	2	3	4
b. space and surface composition	1	2	3	4
c. space articulation	1	2	3	4
8. Color theory and application of color	1	2	3	4
9. History of interiors and design	1	2	3	4
10. Technologies: computer aided design, visualization, websites, internet-email, meetings via technology	1	2	3	4
11. Creative approach to design problem solving	1	2	3	4

12. Technical design knowledge and skills (construction documents, specifications, etc)	1	2	3	4
13. Self Management related to design: Working in teams, time management, meeting deadlines, etc.)	1	2	3	4

2. If you have been employed since completing your bachelor's degree (even if you are not currently employed), please briefly describe your position (e.g., What are your main responsibilities?). If you have held multiple positions since graduation, please describe each of these.

3. Please describe your desired career. What type of work or activity would you most like to do?

4. To what extent do you think your degree in HDFS prepared you for your desired career?

5. Did you ever apply for graduate school since getting your B.S. degree in HDFS?

YES NO (Circle one)

6. If you ever applied for graduate school, did you get into your first choice for a graduate program?

YES NO NEVER APPLIED (Circle one)

7. If you ever applied for graduate school, did you get accepted anywhere?

YES NO

NEVER APPLIED

(Circle one)

TEXTILE AND APPAREL DESIGN ALUMNI INSERT

The questions below relate specifically to your experience as a Textile & Apparel Design major.
Please reflect on those experiences when answering the questions below.

1. Answer questions related to the content areas listed below.

To what extent did your B.S. degree in the Textile and Apparel option help you to develop the following:

	1 Not at all	2 A little	3 A fair amount	4 A great deal
1. Knowledge of fibers and fabrics	1	2	3	4
2. Knowledge of color	1	2	3	4
3. Ability to apply principles of design	1	2	3	4
4. Ability to visualize and sketch ideas	1	2	3	4
5. Ability to produce technical drawings	1	2	3	4
6. Skill in visual presentation: story boards, trends analysis boards	1	2	3	4
7. Organizational skills and attention to detail	1	2	3	4
8. Knowledge of the history of textile and apparel design	1	2	3	4
9. Ability to utilize technologies: Photoshop, Illustrator, U4ia, web research e-resources	1	2	3	4
10. Written and verbal communication skills	1	2	3	4
11. Ability to prioritize tasks and meet deadlines	1	2	3	4
12. Ability to interpret trends and translate them into product for the target consumer	1	2	3	4
13. Understanding of textile construction/printing/embellishment techniques	1	2	3	4
14. Flat pattern and draping	1	2	3	4
15. Clothing and construction techniques	1	2	3	4
16. Understanding job opportunities and expectations in the workplace	1	2	3	4
17. Ability to critique and be critiqued effectively	1	2	3	4
18. Ability to work and design collaboratively	1	2	3	4

2. If you have been employed since completing your bachelor's degree (even if you are not currently employed), please briefly describe your position (e.g., What are your main responsibilities?). If you have held multiple positions since graduation, please describe each of these.

3. Please describe your desired career. What type of work or activity would you most like to do?

4. To what extent do you think your degree in HDFS prepared you for your desired career?

5. Did you ever apply for graduate school since getting your B.S. degree in HDFS?

YES NO (Circle one)

6. If you ever applied for graduate school, did you get into your first choice for a graduate program?

YES NO NEVER APPLIED (Circle one)

7. If you ever applied for graduate school, did you get accepted anywhere?

YES NO NEVER APPLIED (Circle one)

FAMILY, CONSUMER AND COMMUNITY EDUCATION ALUMNI INSERT FOR TEACHER CERTIFICATION

The questions below relate specifically to your experiences as a Family, Consumer & Community Education—Teacher Certification major. Please reflect on those experiences when answering the questions below.

1. Answer questions related to the content areas listed below. Circle ratings that apply.

To what extent did your B.S. degree in the Family, Consumer and Community Education option help you to develop the following:

	1 Not at all	2 A little	3 A fair amount	4 A great deal
1. Incorporates understanding of human learning and development	1	2	3	4
2. Understands social context of schooling	1	2	3	4
3. Demonstrates sophisticated curricular knowledge	1	2	3	4
4. Explains and justifies educational choices	1	2	3	4
5. Demonstrates pedagogical knowledge in specific domains	1	2	3	4
6. Connects school and community	1	2	3	4
7. Understands and adapts to multiple forms of communication	1	2	3	4
8. Employs varied assessment processes	1	2	3	4
9. Manages learning environment	1	2	3	4
10. Employs varied instructional strategies	1	2	3	4
11. Uses technologies	1	2	3	4
12. Accommodates for all students	1	2	3	4
13. Is a reflective practitioner	1	2	3	4
14. Relates well with students, families and communities	1	2	3	4
15. Understands legal rights and responsibilities	1	2	3	4

2. If you have been employed since completing your bachelor's degree (even if you are not currently employed), please briefly describe your position (e.g., What are your main responsibilities?). If you have held multiple positions since graduation, please describe each of these.

3. Please describe your desired career. What type of work or activity would you most like to do?

4. To what extent do you think your degree in HDFFS prepared you for your desired career?

5. Did you ever apply for graduate school since getting your B.S. degree in HDFFS?

YES NO (Circle one)

6. If you ever applied for graduate school, did you get into your first choice for a graduate program?

YES NO NEVER APPLIED (Circle one)

7. If you ever applied for graduate school, did you get accepted anywhere?

YES NO NEVER APPLIED (Circle one)

RETAILING MAJOR ALUMNI INSERT

The questions below relate specifically to your experiences as a Retailing major.
Please reflect on those experiences when answering the questions below.

1. Answer questions related to the content areas listed below. Circle ratings that apply.

A. To what extent did your B.S. degree in the Consumer Science-Retailing major help you to understand the following concepts:

Concept	1 Not at all	2 A little	3 A fair amount	4 A great deal
RETAIL STRATEGY (marketing and financial)				
Customer buying behavior	1	2	3	4
Store, electronic & non-store operations & sales promotions	1	2	3	4
Organization structure & human resource management	1	2	3	4
Information systems & supply chain management	1	2	3	4
MERCHANDISE MANAGEMENT				
Planning merchandise assortments	1	2	3	4
Buying systems	1	2	3	4
Buying merchandise	1	2	3	4
Pricing	1	2	3	4
Trend analysis, forecasting and profit/loss statements/reports	1	2	3	4
STORE MANAGEMENT				
Managing associates, inventory management & control, and the store environment	1	2	3	4
Store layout, design, & visual merchandising	1	2	3	4
Customer service	1	2	3	4
RECENT GOVERNMENT REGULATION	1	2	3	4
ETHICAL AND LEGAL STANDARDS	1	2	3	4

2. Answer questions related to the learning objectives listed below. (Circle ratings that apply)

A. To what extent did your B.S. degree in the Consumer Science-Retailing major help you to develop the following:

Learning Outcomes	1 Not at all	2 A little	3 A fair	4 A great

			amount	deal
Ability to analyze the role of retailing within the economy and the business community and the effects of changes in each of these areas	1	2	3	4
Ability to identify, interpret, and evaluate retail information sources	1	2	3	4
Utilize analytical and problem-solving skills to create a comprehensive analysis in each area of retail strategy, merchandise and store management	1	2	3	4
Apply new government legislation	1	2	3	4
Act ethically	1	2	3	4

3. If you have been employed since completing your bachelor's degree (even if you are not currently employed), please briefly describe your position (e.g., What are your main responsibilities?). If you have held multiple positions since graduation, please describe each of these.

4. Please describe your desired career. What type of work or activity would you most like to do?

5. To what extent do you think your degree in Consumer Science-Retailing prepared you for your desired career?

6. Of the following, in the past year what strategies have you used to keep current in the field of retailing?

- i. Attend conferences
- ii. Read trade or academic journals
- iii. Evaluate media for latest consumer issues & government legislation
- iv. Member in a professional organization(s)
- v. Continuing education by enrolling in classes, seminars, workshops
- vi. Other – please write in.

CONSUMER SCIENCE MAJOR – Consumer Affairs Concentration ALUMNI INSERT

The questions below relate specifically to your experiences as a Consumer Science: Consumer Affairs major.

Please reflect on those experiences when answering the questions below.

1. Answer questions related to the content areas listed below. Circle ratings that apply.

A. To what extent did your B.S. degree in the Consumer Science major help you to understand the following concepts:

Concepts	1 Not at all	2 A little	3 A fair amount	4 A great deal
The principles and theories related to the social and psychological perspectives of consumer behavior	1	2	3	4
The social, political, economic, and technological factors that influence consumer activism	1	2	3	4
The key consumer-related legislation and regulations that have been enacted as well as the factors that influenced their enforcement	1	2	3	4
The process policy makers choose between government intervention and market reliance to resolve the core issues of what, how, and for whom to produce	1	2	3	4
The interrelationships between consumers' roles in society and consumer information	1	2	3	4
Interpret new government legislation	1	2	3	4
Ethical standards	1	2	3	4

2. Answer questions related to the content areas listed below. (Circle ratings that apply)

B. To what extent did your B.S. degree in the Consumer Science help you to develop the following:

Learning Outcomes	1 Not at all	2 A little	3 A fair amount	4 A great deal
Ability to analyze the consumer market, consumer behavior, and government policies affecting the global economy	1	2	3	4
Ability to analyze the relationship among consumer	1	2	3	4

and other social movements				
Evaluate the consumer decision-making process as it applies to consumers' pre-purchase, purchase, and post-purchase processes	1	2	3	4
Apply the effects of individual determinants of consumer behavior such as demographics, psychographics, and personality	1	2	3	4
Pursue the rationale for and problems with producing and disseminating consumer information	1	2	3	4
Apply the principles of mediation reflecting the trends in consumer complaining behavior and areas of dispute in industry and government	1	2	3	4
Apply new government legislation	1	2	3	4
Act ethically	1	2	3	4

3. If you have been employed since completing your bachelors degree (even if you are not currently employed), please briefly describe your position (e.g., What are you main responsibilities?). If you have held multiple positions since graduation, please describe each of these.

4. Please describe your desired career. What type of work or activity would you most like to do?

5. To what extent do you think your degree in Consumer Science prepared you for your desired career?

6. Of the following, in the past year what strategies have you used to keep current in the field of consumer affairs?

- vii. Attend conferences
- viii. Read trade or academic journals
- ix. Evaluate media for latest consumer issues & government legislation
- x. Member in a professional organization(s)
- xi. Continuing education by enrolling in classes, seminars, workshops
- xii. Other – please write in.

PERSONAL FINANCE MAJOR –ALUMNI INSERT

The questions below relate specifically to your experiences as a Personal Finance major.
Please reflect on those experiences when answering the questions below.

1. Answer questions related to the content areas listed below. Circle ratings that apply.

A. To what extent did your B.S. degree in Personal Finance help you to understand the following concepts:

Concepts	1 Not at all	2 A little	3 A fair amount	4 A great deal
Household accounting	1	2	3	4
Income Taxes	1	2	3	4
Credit	1	2	3	4
Insurance (risk investment)	1	2	3	4
Investments	1	2	3	4
Retirement	1	2	3	4
Estate Planning	1	2	3	4
How each of the above seven areas are impacted by the national and global economy	1	2	3	4
Interpret new government legislation	1	2	3	4
Ethical standards	1	2	3	4

2. Answer questions related to the content areas listed below. Circle ratings that apply.

B. To what extent did your B.S. degree in the Personal Finance help you to develop the following:

Learning Outcomes	1 Not at all	2 A little	3 A fair amount	4 A great deal
WAITING for list		2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4
	1	2	3	4

	1	2	3	4
	1	2	3	4

3. If you have been employed since completing your bachelor's degree (even if you are not currently employed), please briefly describe your position (e.g., What are your main responsibilities?). If you have held multiple positions since graduation, please describe each of these.

4. Please describe your desired career. What type of work or activity would you most like to do?

5. To what extent do you think your degree in Personal Finance prepared you for your desired career?

6. Which of the following tests/certifications have you passed?

- (1) NASD Series 7
- (2) NASD Series 6
- (3) NASD Series 65
- (4) CFP
- (5) CFA
- (6) CPA
- (7) JD
- (8) Other – please write in.

7. Of the following, in the past year what strategies have you used to keep current in the field of consumer affairs?

- xiii. Attend conferences
- xiv. Read trade or academic journals
- xv. Evaluate media for latest consumer issues & government legislation
- xvi. Member in a professional organization(s)
- xvii. Continuing education by enrolling in classes, seminars, workshops
- xviii. Other – please write in.

HDFS--FAMILY STUDIES OPTION ALUMNI INSERT

The questions below relate specifically to your experiences as a HDFS-Family Studies option major.
Please reflect on those experiences when answering the questions below.

1. Answer questions related to the content areas listed below. Circle ratings that apply.

To what extent did your B.S. degree in the HDFS-Family Studies option help you to develop the following:

Learning Outcomes	1 Not at all	2 A little	3 A fair amount	4 A great deal
Knowledge of children's cognitive, social, and emotional development	1	2	3	4
Knowledge about parenting and parent-child relations	1	2	3	4
Knowledge about couple relationships and interaction	1	2	3	4
Knowledge about adult development and aging	1	2	3	4
Knowledge of human sexuality	1	2	3	4
Knowledge about racial-ethnic variation in families	1	2	3	4
Knowledge about factors to consider related to families dealing with stress	1	2	3	4
Ability to consider and evaluate family policies	1	2	3	4
Knowledge about methods of intervention and outreach to individuals and families	1	2	3	4
Ability to understand and evaluate social science research studies	1	2	3	4

2. If you have been employed since completing your bachelor's degree (even if you are not currently employed), please briefly describe your position (e.g., What are your main responsibilities?). If you have held multiple positions since graduation, please describe each of these.

3. Please describe your desired career. What type of work or activity would you most like to do?

4. To what extent do you think your degree in HDFS prepared you for your desired career?

5. Did you ever apply for graduate school since getting your B.S. degree in HDFS?

YES NO (Circle one)

6. If you ever applied for graduate school, did you get into your first choice for a graduate program?

YES NO NEVER APPLIED (Circle one)

7. If you ever applied for graduate school, did you get accepted anywhere?

YES NO NEVER APPLIED (Circle one)

HDFS-CHILD DEVELOPMENT OPTION ALUMNI INSERT

The questions below relate specifically to your experiences as a HDFS-Child Development option major.
Please reflect on those experiences when answering the questions below.

1. Answer questions related to the content areas listed below. (Circle ratings that apply)

To what extent did your B.S. degree in the HDFS-Child Development option help you to develop the following:

Learning Outcomes	1 Not at all	2 A little	3 A fair amount	4 A great deal
Knowledge of children's cognitive, social, and emotional development	1	2	3	4
Knowledge about developmental and family assessment	1	2	3	4
Knowledge about parenting and parent-child relations	1	2	3	4
Knowledge about adult development and aging	1	2	3	4
Knowledge about racial-ethnic variation in families	1	2	3	4
Ability to consider and evaluate how social policies influence children's development	1	2	3	4
Knowledge about methods of intervention and outreach to individuals and families	1	2	3	4
Ability to understand and evaluate social science research studies	1	2	3	4

2. If you have been employed since completing your bachelor's degree (even if you are not currently employed), please briefly describe your position (e.g., What are your main responsibilities?). If you have held multiple positions since graduation, please describe each of these.

3. Please describe your desired career. What type of work or activity would you most like to do?

4. To what extent do you think your degree in HDFS prepared you for your desired career?

5. Did you ever apply for graduate school since getting your B.S. degree in HDFS?

YES NO (Circle one)

6. If you ever applied for graduate school, did you get into your first choice for a graduate program?

YES NO NEVER APPLIED (Circle one)

7. If you ever applied for graduate school, did you get accepted anywhere?

YES NO NEV

APPENDIX B

SoHE Department Assessment Plans Work in Progress as of June 30, 2006

Textile and Apparel Design Learning Outcomes

Assessment:	Completion of courses		Portfolio	Survey
	Madison	FIT		
1. Knowledge of fibers and fabrics	ETD 153 ETD 154 ETD 251 ETD 226 ETD 227 ETD 228 ETD 229		X	X
2. Knowledge of color	ETD 451 ETD 520 ART 302	SD 122 Textile color	X	X
3. Ability to apply principles of design	ETD 120 ALL studios			
4. Ability to visualize and sketch ideas	ETD 210 ETD 226 ETD 327	FA 105 Life Drawing LD 165 Sketching Acc. AR 131 Fabric studies SD 125 Prints for Apparel SD 221 Print Design for Ap SD 141 Nature Studies SD 155 Dec. Fabrics	X	X
5. Ability to produce technical drawings	ETD 225 ETD 425 ETD 226	AR 182 Flats and Specs AP 121 Flat Pattern Des	X	X
6. Skill in visual presentation: story boards	ETD 154 ETD 225 ETD 425 ETD 625 ETD 327 ETD 429		X	X
7. Organizational skills, attention to detail	ALL studios		X	X
8. Knowledge of the history of textile/apparel design	ETD 355 ETD 430 ETD 640 ETD 655			X

	ETD 226			
9. Ability to utilize technologies	ETD 225 ETD 226 ETD 327 ETD 229 ETD 429	SD 371 Adobe Illustrator TD 133 CAD wovens SD 471 Adv. Adobe AR 213 Intro Comp Fash TD 412 Comp Tex Des II SD 224 Comp Print Des PH 272 Photoshop	X	X
10. Written and verbal communication skills	ETD 226 ALL tex hist courses ETD 153 ETD 154			X
11. Ability to prioritize tasks and meet deadlines	ALL studios			X
12. Ability to interpret trends/serve target customer	ETD 225 ETD 425 ETD 625 ETD 427 ETD 429 ETD 154	FM 116 Fash. Bus. BE 261 Small Bus. AR 251 Cur. Scene SD 265 Prof Indus. Tech FM 231 Strategies of Selling AR 113 Fash Art & Des. LD 226 Line Building LD 293 Portfolio		
13. Understanding of Textile Const., Print., Emb.	ETD 226 ETD 229 ETD 227 ETD 228 ETD 427 ETD 428 ETD 429	SD 282 Screen Printing SD 481 Scr. Print Scarves		X
14. Flat Pattern and Draping	ETD 253 ETD 225 ETD 425 ETD 625	AP 121 Flat Pattern		X
15. Clothing Construction Tech.	ETD 153 ETD 154 ETD 225 ETD 425 ETD 625 ETD 253	AP 148 Des. Rm proc.	X	X
16. Understanding the Workplace	ETD 601	IC 291 Internship		X
17. Ability to critique and be critiqued	ALL studios			X
18. Ability to work and design collaboratively	ETD 625 ETD 327			X

INTERIOR DESIGN ASSESSMENT PLAN

Standard 2. Professional Values

The program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness.

Indicators

a) The program MUST incorporate learning experiences that address client and/or user needs and their responses to the interior environment.

ETD 221 - Person and Environment Interactions
ETD 222 - Interior Design I
ETD 322 - Interior Design II
ETD 622 - Interior Design III

b) The program MUST provide learning experiences that address: professional ethics and the role of ethics in interior design.

ETD 624 - Professional Practice/Portfolio

c) consciousness of alternate points of view and appreciation of cultural diversity.

ETD 120 - Design Fundamentals I
ETD 221 - Person and Environment Interactions
ETD 322 - Interior Design II
ETD 520 - Color Theory: Environmental Context
ETD 420 - 20th Century Design

d) the designer's ability to affect people and the environment.

ETD 221 - Person and Environment Interactions

e) a *global perspective* and approach to thinking and problem solving.

ETD 222 - Interior Design I
ETD 322 - Interior Design II
ETD 221 - Person and Environment Interactions
ETD 501 - Special Topics: Global Perspectives on Design and Culture
ETD 420 - 20th Century Design

The program **MUST** include learning experiences that incorporate:
f) critical, analytical, and strategic thinking.

ETD221 – Person and Environment Interactions
ETD 322 – Interior Design II
ETD 420 – Twentieth Century Design
ETD 421 – American Interiors
ETD 422 – European Interiors
ETD 622 – Interior Design III
ETD 623 – Interior Design IV
ETD 320 – Sketching and Rendering
ETD 624 – Professional Practice/Portfolio

g) creative thinking (exhibit a variety of ideas, approaches, concepts with originality and elaboration).

ETD 120 – Fundamentals I
ETD 220 – Fundamentals II
ETD 520 – Color Theory: Environmental Context
ETD 222 – Interior Design I
ETD 322 – Interior Design II
ETD 622 – Interior Design III
ETD 623 – Interior Design IV
ETD 323 – CAD: Architecture and Interiors

h) the ability to think visually and volumetrically.

ETD 120 – Design Fundamentals I
ETD 220 – Design Fundamentals II
ETD 320 – Sketching and Rendering
ETD 323 – CAD: Architecture and Interiors
ETD 633 – Advanced Interior and Architectural Design Visualization

i) professional discipline (for example, time management, organizational skills).

ETD 624 – Professional Practice/Portfolio
ETD 601 – Internship

j) *active listening skills* leading to effective interpretation of requirements (for example, programming interviews, participatory critiques, role playing).

ETD 221 - Person and Environment Interactions
ETD 222 - Interior Design I
ETD 322 - Interior Design II
ETD 622 - Interior Design III

k) The program MUST present opportunities or experiences that address the value and importance of community or public service.

ETD 222 – Interior Design I

Standard 3. Design Fundamentals

Students have a foundation in the fundamentals of art and design, theories of design and human behavior, and discipline-related history.

Indicators

Student work MUST demonstrate *understanding* of design fundamentals including:

a) design elements (for example, space, line, mass, shape, texture) and principles (for example, scale, proportion, balance, rhythm, emphasis, harmony, variety).

ETD 120 – Design Fundamentals I
ETD 220 – Design Fundamentals II
ETD 221 – Person Environment Interactions

b) color principles, theories, and systems (for example, additive and subtractive color; color-mixing; hue, value, and intensity; the relationship of light and color).

ETD 120 – Design Fundamentals I
ETD 220 – Design Fundamentals II
ETD 520 – Color Theory: Environmental Contexts
ETD 451 – Color: Theory and Technology
ETD 221 – Person Environment Interactions

c) theories of design and design composition (for example, functionalism, Gestalt).

ETD 120 – Design Fundamentals I
ETD 221 – Person Environment Interaction
ETD 422 – American Interiors
ETD 420 – Twentieth Century Design

d) principles of lighting design (for example, color, quality, sources, use).

ETD 120 – Design Fundamentals I
ETD 220 – Design Fundamentals II
ETD 221 – Person Environment Interactions
ETD 222 – Interior Design I
ETD 322 – Interior Design II.
ETD 622 – Interior Design III
ETD 623 – Interior Design IV
ETD 520 – Color: Environmental Contexts
ETD 451 – Color: Theory and Technology

Student work MUST demonstrate *understanding* of theories of *human behavior* and interior environments:

e) human factors (for example, *ergonomics, anthropometry/anthropometrics*).

ETD 221 – Person Environment Interactions
ETD 222, 322, 622, 623, (Interior Design I – IV respectively)
ETD 220 – Design Fundamentals II

f) the relationship between human behavior and the built environment.

ETD 222, 322, 622, 623, (Interior Design I – IV respectively)
ETD 221 – Person Environment Interactions

Student work MUST demonstrate *understanding* of history including:

g) art.

Art History – Art Hist 201: Ancient and Medieval Art
Art Hist 202 – Renaissance to Modern Art)
ETD 120 – Design Fundamentals I
ETD 420 – Twentieth Century Design
ETD 421 – European Interiors
ETD 422 – American Interiors)

h) architecture.

Art History 208 – Western Architecture: Renaissance to Modern.
ETD 420, 421, and 422
ETD 120 – Design Fundamentals I

i) interiors.

ETD 420 – Twentieth Century Interiors
ETD 421 – European Interiors
ETD 422 – American Interiors.

ETD 120 – Design Fundamentals I

j) furnishings.

ETD 420 – Twentieth Century Interiors

ETD 421 – European Interiors

ETD 422 -.American Interiors

Standard 4. Interior Design

Students understand and apply the *knowledge, skills, processes, and theories of interior design.*

Indicators

Student work MUST follow a process and demonstrate the ability to:

a) apply 2-dimensional design elements and principles in interior design projects.

ETD 222, 322, 622, 623 – Interior Design I – IV respectively

ETD 624 – Professional Practice/Portfolio Preparation.

b) apply 3-dimensional design elements and principles to the development of the *spatial envelope* (for example, volumes of space, visual continuity and balance, visual passages, interconnecting elements).

ETD 220 – Design Fundamentals II

c) select and apply color in interior design projects.

ETD 222, 322, 622, 623 – Interior Design I – IV respectively

Student work MUST demonstrate programming *skills*, including:

d) problem identification.

ETD 222, 322, 622, 623 – Interior Design I – IV respectively

In ETD 520 – Color Theory: Environmental Context

e) problem solving.

ETD 222, 322, 622, 623 - Interior Design I – IV respectively

f) identification of client and/or user needs.

ETD 622 – ID III

ETD 623 – ID IV

ETD 633 – Advanced Interior and Architectural Design Visualization

g) information gathering research and analysis (functional requirements, code research, etc.).

ETD 222, 322, 622, 623 - Interior Design I – IV respectively

ETD 221 – Person Environment Interactions

Student work MUST demonstrate *competent* schematic design and concept development *skills*, including:

h) concept statements.

ETD 222, 322, 622, 623 – Interior Design I – IV respectively

ETD 320 – Sketching and Rendering

i) the ability to rapidly visualize concepts through sketching.

ETD 222, 322, 622, 623 - Interior Design I – IV respectively

ETD 323 – CAD: Architecture and Interiors

ETD 320 – Sketching and Rendering

ETD 220 – Design Fundamentals II,

j) space planning (adjacencies, circulation, and articulation and shaping of space).

ETD 222, 322, 622, 623 – Interior Design I – IV respectively

Student work MUST demonstrate *competent* design development *skills* in:
k) selection of interior finishes and materials

ETD 222, 322, 622, 623 – Interior Design I – IV respectively

l) detailed and developed layout of furniture, fixtures, and equipment.

ETD 222, 322, 622, 623 – Interior Design I – IV respectively

m) detailed and developed furniture selection.

ETD 222, 322, 622, 623 – Interior Design I – IV respectively

n) space plans, elevations, sketches, and study models.

ETD 222, 322, 622, 623 – Interior Design I – IV respectively

ETD 220 – Design Fundamentals II

ETD 323 – CAD: Architecture and Interiors

ETD 633 – Advanced Interior and Architectural Design Visualization

o) selection and application of luminaries and lighting sources.

ETD 322 – Interior Design II

ETD 622 – Interior Design III

ETD 623 – Interior Design IV

p) justifying design solutions relative to the goals and objectives of the project program.

ETD 222, 322, 622, 623 - Interior Design I – IV respectively

q) appropriate selection and application of *decorative elements*.

ETD 322 – Interior Design II

ETD 222 – Interior Design I

ETD 623 – Interior Design IV

ETD 633 – Advanced Interior and Architectural Design Visualization

r) Student work MUST demonstrate *competent skills* in preparing drawings, schedules, and specifications as an integrated system of contract documents, appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related. These could include construction/demolition plans, power plans, lighting/reflected ceiling plans, finish plans, furniture, fixtures, and equipment plans, data/voice telecommunication plans, elevations, sections, and details, interior building specifications, furniture specifications, finish schedules, door schedules, etc. (The intent of this indicator is to demonstrate how contract documents are used as an integrated system. Documents should not be scattered across the curriculum, but neither do all examples need to be evidenced in a single

project.)

ETD 222, 322, 622, 623 – Interior Design I – IV respectively
ETD 223 – Interior Architectural Design
ETD 323 – CAD: Architecture and Interiors

Student work SHOULD demonstrate design development *skills*, including:
s) appropriate selection and application of art and accessories.

ETD 222, 322, 622, 623 – Interior Design I – IV respectively
ETD 633: Advanced Interior and Architectural Design Visualization

t) the ability to design custom interior elements (for example, case goods, floor patterning, textiles).

ETD 622 – Interior Design III
ETD 623 – Interior Design IV
ETD 322 – Interior Design II
ETD 223 – Interior Architectural Design
ETD 220 – Design Fundamentals II

u) *wayfinding* methods.

ETD 221 – Person Environment Interactions
ETD 622 – Interior Design III
ETD 624 – Interior Design IV
ETD 520 – Color Theory: Environmental Contexts

v) *graphic identification*, such as signage.

ETD 623 – Interior Design IV
ETD 622 – Interior Design III

Standard 5. Communication

Students communicate effectively.

Indicators

Student work MUST demonstrate *competence* in:
a) *drafting and lettering, both manual and computer-aided techniques.*

ME 160 – Architectural Graphics
ETD 220 – Design Fundamentals II
ETD 120 – Design Fundamentals I
ETD 222 – Interior Design I
ETD 322 – Interior Design II
ETD 323 – CAD: Architecture and Interiors
ETD 622 – Interior Design III
ETD 623 – Interior Design IV

b) illustrative sketching.

ETD 320 – Sketching and Rendering
ETD 622 – Interior Design III
ETD 120 – Design Fundamentals I
ETD 220 – Design Fundamentals II
ETD 624 – Portfolio Preparation
ETD 322 – Interior Design II
ETD 623 – Interior Design IV

c) presentation of color, materials, and furnishings (for example, sample boards, collages, mock-ups, digital representations).

ETD 222, 322, 622, 623 – Interior Design I – IV respectively
ETD 624 – Portfolio Preparation
ETD 633: Advanced Interior and Architectural Design Visualization
ETD 520 – Color: Environmental Context

Students MUST:

d) express ideas clearly in oral presentations and critiques.

ETD 222, 322, 622, 623 - Interior Design I – IV respectively
ETD 624 Professional Practice/Portfolio Preparation
ETD 120 and 220, Design Fundamentals I and II
ETD 520 (Color Theory: Environmental Contexts

e) communicate clearly in writing (using correct spelling, grammar, and syntax) in specifications, schedules, and contracts and other business-related documents such as project programs, concept statements, reports, research papers, resumes, and correspondence.

ETD 221 – Person Environment Interactions
ETD 420 – 20th Century Interiors
ETD 421 – American Interiors
ETD 422 – European Interiors
ETD 623 – Interior Design IV
ETD 624 – Professional Practice/Portfolio Preparation

Student work SHOULD demonstrate the ability to:
f) render (for example, pencil, marker, or other manual media, or by computer – any medium that successfully communicates the design intent).

ETD 320 – Sketching and Rendering
ETD 322- Interior Design II
ETD 622 – Interior Design III
ETD 623 – Interior Design IV
ETD 633: Advanced Interior and Architectural Design Visualization

g) draw in perspective.

ETD 120 – Design Fundamentals I
ETD 320 – Sketching and Rendering
ETD 323 – CAD: Architecture and Interiors
ETD 633 – Advanced Interior and Architectural Design Visualization
ETD 222, 322, 622, 623 – Interior Design I – IV respectively

h) construct models.

ETD 220 – Design Fundamentals II
ETD 520 – Color: Environmental Contexts to study color within spatial environment.
ETD 623 – Interior Design IV
ETD 622 -. Interior Design III

i) apply the metric system to design work.

ETD 323 – CAD: Architecture and Interiors

j) communicate through alternative presentation techniques (for example, audio, electronic, film, photography, slides, video).

ETD 623 – Interior Design IV
ETD 624 – Portfolio Presentation
ETD 120 – Design Fundamentals I
ETD 222 – Interior Design I

ETD 322 – Interior Design II

ETD 320 – Sketching and Rendering

ETD 323 – CAD: Architecture and Interiors

Standard 6. Building Systems and Interior Materials

Students design within the context of building systems. Students use appropriate materials and products.

Indicators

Students MUST demonstrate understanding that design solutions affect and are impacted by:

a) construction systems and methods (for example, wood-frame, steel-frame, masonry, concrete).

ETD 222 – Interior Design I
ETD 322 – Interior Design II
ETD 223 – Interior Architectural Design
ETD 622 – Interior Design III

b) power distribution systems.

ETD 322 – Interior Design II
ETD 223 – Interior Architectural Design
ETD 622 – Interior Design III

c) mechanical systems (*HVAC*, plumbing).

ETD 222 – Interior Design I
ETD 223 – Interior Architectural Design
ETD 322 – Interior Design II
ETD 623 – Interior Design IV

d) energy management.

ETD 222 – Interior Design I
ETD 322 – Interior Design II

e) data/voice telecommunications systems.

ETD 622 – Interior Design III

f) lighting systems.

ETD 222 – Interior Design I

ETD 322 – Interior Design II

ETD 622 and ETD 623 – ID III and ID IV, respectively

ETD 560 – Lighting Design for Architecture

g) ceiling systems.

ETD 222 – Interior Design I

ETD 223 – Interior Architectural Design

ETD 622 – Interior Design III

ETD 623 – Interior Design IV

h) flooring systems (for example, raised, heated).

ETD 223 – Interior Architectural Design

ETD 622 – Interior Design III

i) security systems.

ETD 223 – Interior Architectural Design

ETD 624 – Portfolio Preparation

j) *acoustics.*

ETD 222 – Interior Design I

ETD 223 – Interior Architectural Design

ETD 622 – Interior Design III

ETD 623 – Interior Design IV

k) interface of work station furniture systems with building systems.

ETD 622 – Interior Design III

l) Student work MUST demonstrate that materials and products are appropriately selected and applied on the basis of their properties and performance criteria.

ETD 222 – Interior Design I

ETD 322 – Interior Design II
ETD 622 – Interior Design III
ETD 251 – Textile Science
ETD 561 – Textile Specifications and End Use Analysis

m) Students MUST demonstrate *knowledge* of sources for materials and products.

ETD 222, 322, 622, 623 – Interior Design I – IV respectively

n) Students SHOULD demonstrate *understanding* of the concept of *sustainable resources*.

ETD 322 – Interior Design II

Students SHOULD demonstrate *knowledge* of:
o) installation methods (for example, carpet, resilient flooring, wallcovering).

ETD 223 – Interior Architectural Design
ETD 322 – Interior Design II
ETD 622 – Interior Design III

p) material maintenance requirements.

ETD 322 – Interior Design II
ETD 623 – Interior Design IV
ETD 622 – Interior Design III
ETD 223 – Interior Architectural Design

Standard 7. Regulations

Students apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.

Indicators

Student work MUST demonstrate understanding of the impact of fire and life safety principles:
a) compartmentalization (fire separation).

ETD 222 – Interior Design I
ETD 223 – Interior Architectural Design
ETD 622 – Interior Design III

b) movement (stairwells, corridors, exitways).

ETD 222 – Interior Design I
ETD 622 – Interior Design III

c) detection (smoke/heat detectors and alarm systems).

ETD 622 – Interior Design III
ETD 223 – Interior Architectural Design

d) suppression (sprinklers/fire hose cabinets).

ETD 622 – Interior Design III
ETD 223 – Interior Architectural Design

Student work MUST demonstrate the appropriate application of:

e) codes, regulations, and standards (for example, American National Standards Institute, Construction Specifications Institute, Illuminating Engineering Society, National Building Code, Uniform Building Code).

ETD 222, 322, 622, 623 – Interior Design I – IV respectively
ETD 624 – Professional Practice/Portfolio
ETD 223 – Interior Architectural Design
ETD 561 – Textiles: Specifications and End Use Analysis

f) *barrier-free* design concepts (for example, Americans with Disabilities Act).

ETD 322 – Interior Design II
ETD 622 – Interior Design III
ETD 623 – Interior Design IV

g) *ergonomic* and human factors data.

ETD 221 – Person and Environment Interactions
ETD 322 – Interior Design II
ETD 622 – Interior Design III
ETD 623 – Interior Design IV

Students MUST demonstrate *understanding* of the impact on health and welfare of:

h) indoor air quality.

ETD 221 – Person and Environment Interactions
ETD 622 – Interior Design III

i) noise.

ETD 221 – Person and Environment Interactions
ETD 622 – Interior Design III

j) lighting.

ETD 221 – Person and Environment Interactions
ETD 222, 322, 622, 623 – Interior Design I – IV respectively

k) Student work MUST demonstrate *understanding of universal design* concepts and principles.

ETD 221 – Person and Environment Interactions
ETD 222, 322, 622, 623 – Interior Design I – IV respectively
ETD 630 – Housing for Older People
ETD 501 – Environment and Behavior Seminar and Action Research Practicum

Standard 8. Business and Professional Practice

Students have a foundation in business and professional practice.

Indicators

Students MUST demonstrate *understanding* of project management practices:

a) estimating (for example, project costs, fees).

ETD 623 – Interior Design IV
ETD 624 – Professional Practice/Portfolio

b) budget management.

ETD 622 – Professional Practice/Portfolio

c) coordination (managing input from various members of the project team), time management, scheduling, and contract administration.

In ETD 624 – Professional Practice/Portfolio

d) information management (collecting and disseminating relevant project information).

ETD 221 – Person and Environment Interactions
ETD 222 – Interior Design I
ETD 322 – Interior Design II
ETD 622 – Interior Design III

e) conflict resolution (facilitating solutions to conflicting objectives).

ETD 624 – Professional Practice/Portfolio
ETD 222 – Interior Design I
ETD 322 – Interior Design II

f) assessment processes (for example, post-occupancy evaluation, productivity, square-footage ratios).

ETD 221 – Person and Environment Interactions
ETD 622 – Interior Design III
ETD 623 – Interior Design IV

Students MUST demonstrate *knowledge* of:
g) certification, licensing, and/or registration requirements.

ETD 222 - Interior Design I
ETD 624 - Professional Practice/Portfolio

h) professional design organizations.

ETD 222 - Interior Design I
ETD 624 - Professional Practice/Portfolio

i) Students SHOULD demonstrate *understanding* of basic business computer applications (for example, word processing, spreadsheets).

ETD 222, 322, 622, 623 - Interior Design I – IV respectively

j) Students SHOULD demonstrate *knowledge* of business processes (for example, marketing, strategic planning, and accounting procedures).

ETD 624 - Professional Practice/Portfolio
9 required credits in the School of Business

Basic

Student Knowledge and Skills

Knowledge of continuing concerns of families and communities

Ability to analyze historically family and issues

Ability to plan programs to address family and community issues

Ability to Implement and evaluate programs to address family and community issues

Understanding leadership in a variety of contexts and organizations

Understanding the roles of community organizations

Cultural competency and an appreciation of diverse cultural perspective

Understanding the role of educators in community

Understanding prevention versus remediation in community issues

Strength in building collaborative relationships

Ability to communicate at a community wide level

GER

Ethnic Studies

Math & Communication

Biological, Natural & Physical Sci

Arts and Humanities

Social Sciences

Fine Arts

350 Community Issues & Svc Learning

360 Ldrshp Dynamics in Commnty Bldg

375 Community Newswriting

375 Communication w/Key Audiences

427 Methos of Teaching Fam & Cons Ed

428 Planning Fam & Cons Ed Programs

501 Social Marketing Communication

501 Leadership & Mgt of Nonprofits

501 Community-Based Research & Eval OR 375 Intro to Program Evaluation

HDFS 362 , 363, 474, or 521

CS 275 Consumer Finance

OR 475 Family Economics

x

x

Text in red is outcome not on original spreadsheet from department retreat

HDFS Department Assessment Plan
Work in Progress, May 8, 2006

Looking toward North Central reaccreditation in 2009, and the need for ways to demonstrate ongoing assessment of meeting learning objectives and reevaluating program and curriculum to meet objectives, SOHE will be working toward greater coherency in providing ongoing evidence of direct and indirect assessment in all programs.

Working from possible Learning Objectives for each HDFS option, HDFS UPC is beginning to consider how we are assessing success meeting learning objectives both directly and indirectly. A start on this below:

I. <u>Assessment</u>	<u>Direct Assessment</u>		<u>Indirect</u>
FAMILY STUDIES OPTION	Successful Course Completion (REQUIRED COURSES FOR OPTION--HIGH LEVEL EMPHASIS)	Internship Supervisor Report	Alumni Survey
<u>Learning Outcomes</u>			
a. Knowledge of children's cognitive, social, and emotional development	HDFS 362		XX
b. Knowledge about parenting and parent-child relations	HDFS 471		XX
c. Knowledge about couple relationships and interaction	HDFS 517		XX
d. Knowledge about adult development and aging	HDFS 363		XX
e. Knowledge about human sexuality	SOC 160 or WOM ST 103		XX
f. Knowledge about racial/ethnic variation in families	HDFS 474/ HDFS 521/478		XX

g. Knowledge about factors to consider related to families dealing with stress	HDFS 516		XX
h. Ability to consider and evaluate the effects of policy on family well-being	HDFS 535		XX
i. Knowledge about methods of intervention and outreach to individuals and families	HDFS 601	XX	XX
j. Ability to understand, evaluate, and conduct social science research studies	HDFS 425		XX

II.
CHILD DEVELOPMENT OPTION

<u>Assessment</u>	<u>Direct Assessment</u>		<u>Indirect</u>
	Successful Course Completion (REQUIRED COURSES FOR OPTION—HIGH LEVEL EMPHASIS)	Internship Supervisor Report	Alumni Survey
<u>Learning Outcomes</u>			
a. Knowledge of children's cognitive, social, and emotional development	HDFS 362 HDFS 662		XX
b. Knowledge about developmental and family assessment	HDFS 663		XX
c. Knowledge about parenting and parent-child relations	HDFS 471		XX
d. Knowledge about adult development and aging	HDFS 363		XX
e. Knowledge about racial/ethnic variation in families	HDFS 474 or HDFS 521 or 478		XX
f. Ability to consider and evaluate how social policies influence children's development	HDFS 535 or HDFS 469		XX
g. Knowledge about methods of intervention and outreach to individuals and families	HDFS 601 HDFS 663	XX XX ??	XX
h. Ability to understand, evaluate, and conduct social science research studies	HDFS 425		XX

III. Planned use of direct and indirect assessment to evaluate and improve the HDFS undergraduate program.

1. The HDFS Undergraduate Program Committee (HDFS UPC) shall plan to review information from the yearly alumni surveys and information from the internship supervisor reports at least once yearly at one of its meetings to come up with ideas and recommendations for possible program improvements.

2. The HDFS UPC shall plan to bring the results of its program review and recommendations at least once a year to a HDFS General Faculty/Staff meeting to elicit additional input from faculty and staff members, and to vote on any recommended program improvements.

APPENDIX C

Results from the Survey of Retail Companies
Conducted by the Retail Program Assessment Committee
School of Human Ecology
University of Wisconsin-Madison

March 7, 2006

Background

The University of Wisconsin-Madison School of Human Ecology offers the University degree in Retailing.

At the Spring 2005 meeting of the School of Human Ecology Board of Visitors, Dean Robin A. Douthitt articulated broad challenges facing the Retail Program. The Dean appointed a task force of leaders to assess the program from the industry perspective, and make recommendations to support continued program excellence.

Enrollment - The first undergraduate degree in retailing was granted by the School in 1962. Since then, the program has grown and in the fall 2005, 141 students were enrolled in the Retail Program.

Alumni – There are more than 1,400 alumni of the Retailing Program.

The People

Dean Douthitt assembled a stellar committee of industry leaders, all of whom are graduates of the retail program, to answer the question, “*How do we go from good to great?*”

Co-chairing the committee:

- Sharon Scanlan, retired Vice President, Sears Holdings
- Jen Klise, Group Manager Strategic Alliances & New Business Development, Target

Appointed committee members:

- Linda Ahlers, retired president, Marshall Field’s
- Jody Heilbronnner, Divisional Vice President Gross Margin Planning, Federated Department Stores
- Connie Wald, Vice President Marketing, Neiman Marcus
- Tara Barber Poseley, president and CEO, Design Within Reach
- Lorna Nagler, president, Lane Bryant

In addition the committee was staffed by:

- Cynthia Jasper, Vaughan Bascom Professor and Chair, Department of Consumer Science
- Linda Zwicker, Development Program Manager

The Process – Ask the Industry

The first stage of the project, survey work and phone interviews, was conducted from August to early November 2005.

The most obvious step was to talk with the companies that hire our students. Therefore the first stage of the project was to open communication lines with industry leaders through personal contact by committee members.

We surveyed top executives and recruiters at leading retail, restaurant and supplier companies on topics such as recruiting practices and hiring criteria, perceptions about quality education (Schools of Business versus Consumer Science), what attributes the future employee needs to succeed, the value of internship program and what might be missing in our curriculum.

Findings - What we learned from the industry

Recruiting

All but two retailers have a separate program for buyer/headquarters versus store/field track that drives where recruiting takes place. Typically the headquarters recruiting happens at Schools of Business whereas store/field positions are interviewed at the local market.

Skills and Experiences

Using a numeric rating system of 1-5 (with 5 being “most important”), the following results were determined:

Regarding experience, companies placed high value on students with:

(4.21) Experience and skill development in leadership and teamwork. This was the most cited attribute, followed closely with in-store retail experience (3.53).

(3.79) Retail specific coursework including retail math. This was important for interns and executive trainees.

Content should be augmented with classes in specific disciplines such as:

- Merchandise planning/supply chain (most often cited topic)
- Product development
- E-commerce
- Brand marketing
- Global retailing
- Finance and retail math
- HR and labor relations
- Case studies in interdisciplinary applications
- Many retailers have close relationships with Schools and sponsor those programs cited as “top” tier.
- Retailers also participate on advisory boards and provide guest or executive lectures on a regular basis.

Overarching message from retailers is the requirement that students possess professional abilities, including strong communications skills (oral and written), basic business etiquette and ability to network.

Where and why companies recruit at specific schools came back to four key comments:

- “The success we have with the graduates”*
- “The culture and caliber of the students is important”
- “The reputation of the school”*
- “We recruit at schools where we have developed relationships”*

Academic Programs – Our Peers

Moving parallel to the industry interviews was our examination of those academic programs listed as either top recruiting spots or institutions with the perceived best program for retail studies:

- Indiana University Retail Center in the School of Business
- Texas A&M Retail Center in the School of Business
- University of Arizona Center for Retailing and Consumer Studies
- University of Florida Business School
 - Note: this school was often cited for companies seeking diversity in their recruiting programs

We then compared curriculum, sponsorship or support levels and conducted phone interviews with the center directors and other appropriate staff.

What we learned from these programs:

- Retail Centers are critical to the program; retail companies financially sponsor Centers.
- Relationships are key to maintaining contact with retail firms – Center Directors are essential to continuity.
- The curriculum and content offered by the School of Human Ecology Retail Program is stronger than any of the other retail programs cited in the survey.

And finally, the question posed to retailers, “What do you think students need to know about the future of retail?” reflected great promise:

- *Retail is a growth industry with long and lucrative careers available*
- *Serving the needs of the consumers requires ability to rapidly change*
- *In the old days profit was derived from sales and marketing, today it comes from system efficiencies*
- *Understand how the changing world dynamics affects the business*

Outcomes of the Project

The initiative that began in Spring 2005 will drive the strategic blueprint for the retail program at the School of Human Ecology. Interview after interview came to the same two points:

- The most important skill for a student to possess is leadership, and
- The most valuable step we (School of Human Ecology) can take is to foster relationships with retailers.

The Committee has recommended to the Dean two short-term outcomes:

1. Enhance the internship program.
 - a. A goal of all juniors in the retail program is to be accepted into a summer or semester intern program managed by the headquarters of the retailer.
2. Continue curriculum analysis and enact these recommendations:
 - a. Hire for open faculty positions.
 - b. Hire a Director of Retailing.
 - c. Create a retail executive lecture series utilizing Midwest and targeted company executives.
 - d. Address any program/course content gaps.

The committee also identified two long-term outcomes:

1. Create a Retail Advisory Board.
 - a. Actively participate in the development and support of the retail program.
 - b. Include representation that reflects the future of retail.
2. Establish and fund a Center for Retailing Excellence.
 - a. Support faculty excellence through endowment.
 - b. Provide physical space for recruitment purposes, lectures and research.

In summary, the enthusiasm exhibited by retail companies to participate in the survey confirmed the value of the retail program at the School of Human Ecology.

For more information contact:

Professor Cynthia Jasper, Chair, Department of Consumer Science

608.262.2384

Linda A. Zwicker, Development Program Manager

608.265.5136

University of Wisconsin-Madison

School of Human Ecology

1300 Linden Drive

Madison, WI 53706

Participants in the School of Human Ecology

Retail Program Survey - Fall 2005

Note: Companies where more than one person completed the survey are indicated by asterisk (*)

1. Target *
2. Sears Holdings *
3. JCPenney
4. Federated Department Stores
5. Neiman Marcus
6. The Gap
7. Kohl's
8. Best Buy
9. Pinnacle Foods
10. Saks
11. PetSmart
12. Charming Shoppes
13. Starbucks
14. Michael's
15. TJMaxx *
16. Shopko
17. Brinker
18. Darden
19. Wal-Mart
20. McKinsey Consulting
21. Yum Brands
22. 1-2 Food Companies-Olive Garden
23. 1-2 Food Companies-Hooters
24. LizClaiborn