Expected Outcomes: Consumer Knowledge

Students will be able to articulate the diversity of demographic, anthropometric, social, psychological, cultural, and economic factors that influence (a) product development and selection and affect (b) consumer decision making for apparel and related goods and services.

Related typical general education outcomes:

10 Intercultural Knowledge and Diversity Awareness

Assessment methods

Method: Assessment of exams/assignments

A rubric will be developed and/or selected questions will be identified for exams/assignments in at least one lower division course and at least one upper division course to determine students' ability to articulate the factors which influence consumer decision making for apparel and related goods and services.

Findings:

The rubric will be developed and courses identified for assessment in 2013.

How did you use findings for improvement?

N/A

Additional comments:

N/A

Expected Outcomes: Business Knowledge--terminology

Students will understand and apply terminology and concepts commonly used in textile, apparel, retail and related industries.

Related typical general education outcomes:

5 Ability to Use Mathematical Methods
6 Ability to Solve Open-Ended Problems
11 Scientific Literacy

Assessment methods

Method: Evaluation of exam questions in CAHS 5850

This year's method paralleled last year (2010-2011). Twenty-one multiple choice questions on exams 1-3 addressed understanding of important retail industry terms and concepts, and 11 questions on the same exams addressed the application of terms and concepts. All students' responses were tallied and the percentage correct was calculated.
Findings:

Results showed that application of terms and concepts was slightly (1.4%) lower than understanding them, which was also the case in 2011. Evidence of students’ understanding of terms was slightly lower in 2012 (78.8%) than 2011 (80.4%). Their ability to correctly apply terms dropped somewhat more (82.1% in 2011 vs. 77.4% in 2012).

How did you use findings for improvement?

Both understanding (78.8%) and application (77.4%) of terminology/concepts were in the high C level. In the coming year, students will be required to complete more problem-solving activities in labs to enhance application performance. We believe that working towards a better ability to apply terms and concepts should also increase students’ understanding of them. Our goal is to progress towards a B level of overall performance in both understanding and application, which was evidenced in 2011.

Additional comments:

N/A

Method: Pre-and post test of textile terminology

A 50 question pre- and post-test was given to the 23 students in the summer CAHS 3600 Textiles class, a course required of all AMDP majors. Questions addressed comprehension of important terms and concepts concerning textile fibers and fabrics. The questions were grouped into four topical categories (fibers, yarn, fabric, dyeing and finishing) for comparison. The categories were compared for level of success.

Findings:

From the pre- to post-test, 82% of the questions increased in frequency of correct answers. In the fiber sections, 80% of the questions increased in frequency of correct answers. In the yarn section, 100% of all questions increased in frequency of correct answers. In the fabric section, 89% of the questions increased in frequency of correct answers. As for the section on dyeing and finishing, 75% of the questions increased in frequency of correct answers. The findings did not suggest that student performance was weaker on any of the four topical categories overall.

How did you use findings for improvement?

Compared to the previous year’s assessment, the number of correct answers in the fiber section decreased from 87% to 80%, the fabric questions frequency of correct answers increased from 70% to 89%. There was no change in the yarn and dyeing/finishing sections. The questions for which the correct percentage declined were reviewed, and it was determined that some should be reworded to avoid possible misinterpretation. These findings suggest that (1) the actual pre-and post-test questions should be examined for clarity, and (2) more class time and/or consideration of teaching strategies could be considered for the sub-category topics (questions) with the lowest improvement scores.

Additional comments:

N/A

Expected Outcomes: Product Knowledge--Change over Time

Students will demonstrate knowledge of how textile, apparel, and related product attributes change over time together with the factors influencing their change.
Related typical general education outcomes:

7 Written Communication

Assessment methods

Method: Assessment of exams from CAHS 5450 & 5460

Selected questions from exams in CAHS 5450 & 5460 will be evaluated to determine students' knowledge of how textile, apparel, and related products' attributes change over time and the factors which affect those changes.

Findings:

A rubric will be developed in 2013 for assessment of essay exam questions to use in evaluating students' knowledge of changes in product attributes over time.

How did you use findings for improvement?

N/A

Additional comments:

N/A

Expected Outcomes: Process Knowledge--Fashion

Students will understand the theories and concepts of fashion and the role of fashion in decision making.

Related typical general education outcomes:

10 Intercultural Knowledge and Diversity Awareness
12 Aesthetic Appreciation and Engagement

Assessment methods

Method: Understand the role of fashion in decision making

Selected exam questions, assignments, and projects will be identified that address the theories and concepts of fashion and the role of fashion in decision making.

Findings:

A rubric will be developed to assess this learning objective as demonstrated in selected exam questions, assignments, and projects.

How did you use findings for improvement?

This learning objective will be assessed in a subsequent academic year.

Additional comments:

N/A

Expected Outcomes: Global Perspective--Characteristics

Students will understand the characteristics and impact of the textile, apparel, retail, and related industries in the global economy.
Related typical general education outcomes:

9  Informed and Engaged Citizenship
10  Intercultural Knowledge and Diversity Awareness

Assessment methods

Method:  Assessment of exams

Selected exam questions will be analyzed from courses such as CAHS 1600 and 5600 to determine students' understanding of the characteristics and impact of the textile, apparel, retail and related industries in the global economy.

Findings:

A rubric will be developed to assess this learning objective.

How did you use findings for improvement?

This learning objective will be assessed in a subsequent year.

Additional comments:

N/A

Expected Outcomes: Professional Attitudes and Skills

Students will demonstrate personal professional characteristics appropriate for the workplace.

Related typical general education outcomes:

6  Ability to Solve Open-Ended Problems
7  Written Communication
8  Oral Communication

Assessment methods

Method:  Assessment of CAHS 4920 internship evaluations

Although the evaluation form used by on-site internship supervisors was revised in 2011 to visibly cluster attributes categorized as Academic Preparedness, Personal Characteristics, Professionalism, and Interpersonal Skills, the older form, which allowed for similar but slightly different and differently scaled evaluations was inadvertently not added to the intern manual for 2011-12 resulting in some interns using the old and some the new form. As done last year, interns were divided into two categories – those who were graduating and those who were not (juniors and other seniors). All available evaluation internship evaluation forms (43 Merchandising – 24 graduating and 19 not – and 15 Design – 13 graduating and 2 not) were studied. Mean evaluation scores were calculated for each group.

Findings:

Overall, the means for each group were high; on a five point scale, no mean fell below 4.2. This was consistent with past findings. Similar to last year, the difference between graduating and non-graduating interns was small. Last year graduating Design interns scored slightly better than the non-graduating students; this year the two non-graduating interns got perfect evaluations, whereas the higher number of graduating interns had more varied scores.
Graduating Merchandising interns did have consistently higher means than non-graduating students, but the greatest difference was only 0.4, and that was within the Academic Preparedness cluster.

How did you use findings for improvement?

Because internships are required of all majors and because supervisors are always asked to evaluate interns, we plan to continue assessing professional characteristics in the coming year, and we will look once more at separating graduating seniors and other students for the assessment. We will look most closely at the individual attributes that had the lowest scores to see if we can identify ways to improve students’ preparedness for the internship. Knowledge (Academic Preparedness) had the lowest mean for Merchandising students. The Personal Characteristics of Initiative and Performance Under Stress, plus the Academic Preparedness attributes of Knowledge, Problem Solving Ability, and Oral Communication Skills were similarly low.

Additional comments:

N/A

Expected Outcomes: Analytical Skills and Critical Thinking

Students will demonstrate visual analysis skills in relation to understanding fashion change and critiquing design.

Related typical general education outcomes:

- Analytical and Critical Reading
- Ability to Critique Arguments
- Aesthetic Appreciation and Engagement

Assessment methods

Method: Evaluation of essay exams in CAHS 5450

A rubric was developed to evaluate students' ability to compare and contrast fashion images from different historic periods. Students' responses on an essay exam were evaluated with respect to their ability to identify the periods and write an essay comparing and contrasting the costumes of the 2 periods.

Findings:

This learning objective was assessed in AY 2011, but not in AY 2012.

How did you use findings for improvement?

N/A

Additional comments:

This learning objective will be assessed again in a subsequent academic year.

Expected Outcomes: Effective Communication

Students in CAHS 5750 will be able to effectively communicate their apparel line development project through oral presentations, with each team member participating in the oral presentation.
Related typical general education outcomes:

8 Oral Communication

Assessment methods

Method: Effective oral communication skills in CAHS 5750

Six groups of CAHS 5750 students, with five or six students in each, presented two successive stages of their term long collaborative project. Each student in each group was required to present at least one part of the overall presentation, which ran approximately 10 minutes. A rubric was used to score each team’s presentation using seven criteria: content, organization, visual aids, English (correct use of words), elocution (speaking clearly and smoothly, avoiding ums and ahs), eye contact, and teamwork (displaying planned teaming rather than simply taking turns without planning a transition). A 7-point scale was used, and scores were averaged for the assessment.

Findings:

Scores for the seven criteria ranged from 4.7 on the first presentation and 5.8-7 on the second one. The lowest score the first time was eye contact, but that mean rose to a 6.2 on the second presentation. The lowest score on the second presentation was elocution, but it had risen slightly to 5.8 from the first time 5.4. Students scored perfect 7s on English both times and also achieved a 7 on visual aids the second time (a good 6.6 the first time). For both presentations, students scored between a 6.2 and 7 on content, organization, visual aids, English, and teamwork (planned team transitions rather than individuals taking turns).

How did you use findings for improvement?

Next time the instructor will discuss eye contact and elocution more with the class prior to the first presentation. Also, a third presentation will be evaluated next spring by departmental faculty other than the instructor in order to broaden awareness of the extent to which seniors nearing graduation can perform in oral presentations.

Additional comments:

N/A

Expected Outcomes: Product Knowledge--Development and Presentation

Students will understand and apply the concepts and techniques specified for textile and apparel design, development, production and presentation.

Related typical general education outcomes:

6 Ability to Solve Open-Ended Problems
12 Aesthetic Appreciation and Engagement

Assessment methods

Method: Concepts & techniques for product development

Project work from selected courses will be selected for assessment. A rubric will be developed to assess the students’ understanding and ability to apply the concepts and techniques specified for textile and apparel design, development, production and presentation.

Findings:
A rubric to assess this learning outcome is yet to be developed. It will be developed in AY 2013.

How did you use findings for improvement?

N/A

Additional comments:

N/A

**Expected Outcomes: Business Knowledge--Industry sectors**

Students will demonstrate knowledge of the network of business sectors and types and functions of textile, apparel, retail, and related industries.

Related typical general education outcomes:

1. Information Literacy
2. Analytical and Critical Reading

**Assessment methods**

**Method:** Knowledge of business sectors and functions

Selected exam questions and lab assignments will be evaluated from selected courses to determine students' knowledge of the network of business sectors, and the types and functions of companies in the textile, apparel, retail, and related industries.

Findings:

N/A

How did you use findings for improvement?

N/A

Additional comments:

The courses to be evaluated will be selected in AY 2013 and this learning objective can then be assessed.

**Expected Outcomes: Process Knowledge--Supply Chain Process**

Students will understand the process of planning, designing, producing, procuring, pricing, and controlling textile, apparel, or related product lines.

Related typical general education outcomes:

5. Ability to Use Mathematical Methods
6. Ability to Solve Open-Ended Problems
7. Written Communication

**Assessment methods**

**Method:** Understand process of product development

A rubric will be developed to assess students' understanding of the process of planning, designing, producing, procuring, pricing and controlling textile, apparel or related product lines. Selected...
exam questions and assignments will be assessed using this rubric.

Findings:
N/A

How did you use findings for improvement?
N/A

Additional comments:

This learning outcome will be assessed in a subsequent year.

**Expected Outcomes : Global Perspective--Impact**

Students will understand how the global economy impacts on the textile, apparel, retail and related industries.

Related typical general education outcomes:

9  Informed and Engaged Citizenship
10  Intercultural Knowledge and Diversity Awareness

**Assessment methods**

**Method :** Assessment of selected projects

A rubric will be developed to be used with selected projects in courses to assess students’ understanding of the impact of the global economy on the textile, apparel, retail and related industries.

Findings:
N/A

How did you use findings for improvement?
N/A

Additional comments:

This learning outcome will be assessed in a subsequent academic year.

**Expected Outcomes : Analytical Skills and Critical Thinking--Business**

Students will demonstrate analytical skills in relation to synthesizing and integrating business data to evaluate business performance and create a business plan.

Related typical general education outcomes:

2  Analytical and Critical Reading
5  Ability to Use Mathematical Methods
6  Ability to Solve Open-Ended Problems

**Assessment methods**

**Method :** Business analysis skills
A rubric will be identified to assess students' ability to use analytical skills to synthesize and integrate business data to evaluate business performance and create a business plan. This rubric will be applied to selected projects in the capstone courses, CAHS 5750 and CAHS 5850.

Findings:
N/A

How did you use findings for improvement?
N/A

Additional comments:
This learning outcome will be assessed in a subsequent academic year.