

Annual Progress Report
on Assessment of Student Learning for Undergraduate Programs
(Narrative Format) (Rev 10/08)

Academic year: 2007-2008

Department/Program:

Degree program(s):

Person(s) preparing report:

Date submitted:

Summary of the 2007-2008 Annual Progress Report on Assessment of Student Learning

The AT Student Learning Outcomes for 2007-2008 have been met. However, a critical review of the AT curriculum is underway and many changes for forthcoming years will be made.

Link to department web site where degree program student learning outcomes (SLOs), Alignment Matrix, and 2007-2008 APR Summary are posted

<http://humec.k-state.edu/documents/atid/slo-at-bs.pdf>

Alignment Matrix for degree program is attached or was previously submitted

1. List the student learning outcomes that were assessed during the academic year, including those for which data were gathered as well as those for which developmental work was done, such as the creation or piloting of assessment measures.

KNOWLEDGE

I.C. Textiles and Materials Knowledge: Students will demonstrate the ability to apply textile knowledge in selecting, developing and evaluating products.

I.D. Apparel Product Development Knowledge: Students will synthesize knowledge of product development from idea development through production.

I. E. Apparel and Textile Sourcing Knowledge: Students will demonstrate knowledge of how cultural, economic, and political factors impact sourcing.

I. F. Apparel Product Evaluation Knowledge: Students will demonstrate an ability to evaluate apparel product quality and serviceability.

I. G. Apparel and Textile Merchandising Knowledge: Students will demonstrate knowledge of how merchandising functions within the context of the textile and apparel company and how knowledge of the consumer is used in the merchandising process.

III. COMMUNICATION: Students will be able to communicate clearly with effective written, verbal, and visual skills.

IV. DIVERSITY: Students will demonstrate knowledge, personal attributes and skills necessary to live and work in diverse global societies.

2. For each learning outcome, describe the measures used (over a three-year period approximately one-half of the measures used are to be direct measures, and at least one direct measure must be used for each student learning outcome), the sample of students from whom data were collected, the timetable for the collection, and the forum in which the measures were administered. (Examples of direct measures can be accessed at <http://www.k-state.edu/assessment/Learning/direct.htm>).

I.C. Textiles and Materials Knowledge:

This SLO was assessed in AT 265 Textiles for Spring 2008 where a total of 67 students were enrolled. One student did not complete the course, and one student did not attend class, so 65 students completed the course. The fiber identification part of the SLO was measured on the unknown fibers lab test where each student was given an envelope containing three white pieces of fabric. The students then conducted experiments to determine the fiber content of each fabric sample. Nine fiber types were each given three code numbers and were randomized among the student envelopes in sets of three (27 possible coded fabrics). Each student received at least one natural fiber sample and at least one manufactured fiber in their envelope. The third sample could be either type. The identification of each fiber type was worth 4 points, and the entire lab test was worth 12 points (out of 100 possible on all the labs). Partial credit was given if some of the experimental results were correct, but the student failed to identify the fiber correctly. The results were entered into an Excel spreadsheet for tabulation.

The other components of the SLO were measured with 84 of the 100 questions on the final exam. A packet of yarn, fabric, and carpet samples was given to each student with their exam. The students were asked to identify the name, structure, method of coloration, and/or finish on the samples. Some of the questions were in matching format and others were in multiple choice format. Subtotals for these questions were calculated for each of the students in the class. The results were entered into an Excel spreadsheet for tabulation.

I.D. Apparel Product Development Knowledge:

This SLO was assessed during fall 2007 in AT 645 Private Label Product development, where 13 students were enrolled. The focus in this class is the application of accumulated knowledge throughout the AT curriculum. Students are grouped representing AT marketing and AT design specialization. The course is taught in a business like setting where the instructor takes on the roll of the employer. The

challenge is articulated and all groups have to produce a product prototype that meets the market and company needs. Progress was measured in steps as each section was turned in for review. AT 645 was offered for the first time that year in both semesters causing lower enrollment. Therefore the entire student body was taking on different roles with small groups representing different departments, such as PD, PR, Marketing, Production etc.

I. E. Apparel and Textile Sourcing Knowledge:

This SLO was measured during the Fall Semester of 2007 in AT 545: Apparel and Textile Production and Distribution. There were a total of 65 students who completed the course requirements. This SLO was measured through exam questions included on the final comprehensive exam. The topics discussed throughout the semester related to the objectives of the SLO and which were covered on the final exam included:

- An overview of the textile and apparel supply matrix in the global community
- Trade barriers and regulation
- Illegal and unethical trade activity
- Politics and political positioning related to apparel and textile trade regulation
- Corporate social responsibility
- Major apparel and textile trading partners with the U.S., including nations in Europe, the Americas and Caribbean Basin, Asia and Oceania, and the Middle East and Africa.

I. F. Apparel Product Evaluation Knowledge:

This SLO was assessed in AT 460 during fall 2007. Data were collected by a graduate teaching assistant and data were reported differently than for those in other AT classes. However, the report revealed that students evaluate apparel product quality, serviceability, and performance and met the SLO criteria as measured through exam e-questions, module and lab assignments, and project performance. The graduate student did not provide more specific data.

I.G. Apparel and Textile Merchandising Knowledge:

This SLO was assessed in fall 2007 in AT 245 Apparel and Textile Industries, where 104 students were enrolled, both AT and non AT majors.

Discussions about current trade publication articles were held frequently to assess the students understanding of the materials previously discussed. This was done in a large class room setting broken up into subgroups as well as an open forum discussion
Exam questions were used to directly assess the SLO

3. Describe the results of the assessment. (What do they tell you about student learning? What did you learn about strengths and weaknesses of your program?) If specific results are not

available, describe the progress that has been made on the initiatives included in the approved assessment plan.

I.C. Textiles and Materials Knowledge:

SLO Criteria: 75% of all students will achieve 70% or higher on exam questions.

Fiber Identification. The results indicated that out of a possible 12 points, the highest score was 12, and the lowest score was 5.25. The mean score was 10.6. Specifically, 48% of the students scored 90-100% (A), 22.7% scored 80-89% (B), 15.1% scored 70-79 (C), 7.5% scored 60-69% (D), and 3% scored below 60% (F). Thus, 85.8% of the students scored 70% or higher on the test, and the departmental criteria of 75% of the students scoring 70% or higher was met.

Yarn, Fabric, and Carpet Identification. The results indicated that out of a possible 84 points, the highest score was 84, and the lowest score was 60. The mean score was 73.6. Specifically, 44.6% of the students scored 90-100% (A), 35.3% scored 80-89% (B), and 20% scored 70-79% (C). Thus, 100% of the students scored 70% or higher on the selected test questions, and the departmental criteria of 75% of the students scoring 70% or higher was met.

I.D. Apparel Product Development Knowledge:

In AT 645 for Spring 2008, 7 students received an A, 4 a B, and 1 a C, and one failed the class. Thus, 92% of the students scored 70% or higher.

For Fall 2008, a new faculty member has been assigned to this class and will be mentored by the Department Head on the importance of student learning initiatives and how to implement them into the course.

I. E. Apparel and Textile Sourcing Knowledge:

In AT 545 for Fall 2007, ninety percent of students ($N = 61$) achieved a 70% or higher on the final. Desired outcome was achieved.

I. F. Apparel Product Evaluation Knowledge:

This course was taught, evaluated and reported by a graduate student; however the reporting method was not quantified as expected, therefore the only thing that can be reported is that SLOs “were met”. We have hired a new tenure track faculty member who started August 2008 and who has been mentored by the Department Head on the appropriate reporting method. Future reports should provide the data needed.

I.G. Apparel and Textile Merchandising Knowledge:

Four multiple choice exam questions were identified in AT 245 to assess Textile Merchandising knowledge. 46 students were enrolled in the class. On Q1, 84.8% responded correctly, Q2, 97.8% were correct, Q3, 100%, and Q4, 93.5% got the answer correct. The results reveal that textile merchandising knowledge may be understood

by students, yet a broader assessment method may be necessary to truly understand whether students grasp this concept.

III. COMMUNICATION:

In AT 430, 32 students or 75% of the class had to have scored 140 out of 200 points to meet the minimum score of 70. However, as only 23 of 42 students or 55% of all students achieved the set criteria of achieving 70% or higher on their written reports, the SLO was not met.

IV. DIVERSITY:

Students were observed and critiqued during mock interviews in AT 445. The assignment was required and all students participated in small group settings. Required reports covered diverse cultures from Asia, Europe, Africa and North America. Students are aware of the diverse nature of the apparel business and know how to find out more information about cultures they may come in contact with.

4. Describe the process by which faculty reviewed the results and decided on the actions and/or revisions that were indicated by them.

The AT program has appointed an ad hoc committee to work on Student Learning Outcomes. That committee consists of Melody LeHew, Joycelyn Falsken, and Jana Hawley and has met several times beginning in the summer of 08 and throughout the fall. Time constraints has kept the committee from finalizing the new AT SLOs, but the committee plans to submit a revised plan to the AT faculty by early Spring 09 for their approval. It has been determined that sustainability across the curriculum is a major thrust of the AT faculty and aligns well with the University initiatives, including the new UGEs. The AT ad hoc committee plans to integrate sustainability SLOs across the curriculum and review whether the classes that are currently used are the 'correct' classes to be used for SLO assessment. Results of the SLO assessment were shared with AT faculty at faculty meeting.

5. Describe the actions and/or revisions that were (or will be) implemented in response to the assessment results.

The Ad Hoc committee will present revised plan to AT faculty during early Spring 09 semester. This plan will go into effect for the 2009-2010 academic year. The matrix below will be used for the 2008-2009 reporting year. Dr. Joycelyn Falsken has attended several assessment workshops for faculty development. Drs. LeHew and Hawley have been reviewing sustainability curricula at other universities. The revised/projected matrix have been submitted to all AT faculty and the new AT faculty have been mentored by the Department Head on SLO reporting processes.

Apparel and Textiles: Assessment of Student Learning Plan for Academic Year 2007-2008				
Semester Taught	SLO Assessed	Course No. and Title	Instructor's Name	Report Submitted to Department Head

Fall 2008	<i>I.C. Textiles and Materials Knowledge</i>	AT 265 Textiles*	Elizabeth McCullough	Due: April 15, 2008
Fall 2008	I.E. Apparel and Textile Sourcing Knowledge	AT 545 Apparel and Textile Production and Distribution	Joy Kozar	Due: April 15, 2008
Fall 2008	I.F. Apparel Product Evaluation Knowledge	AT 460 Apparel and Textile Evaluation	Diana Sindicich	Due: April 15, 2008
Fall 2008	I.G. Apparel and Textile Merchandising Knowledge	AT 245 Apparel and Textile Industry	Kim Hiller	Due: April 15, 2008
Fall 2008	III. Communication	AT 430 History of Apparel Fashion	Deb Brosdahl	Due: April 15, 2008
Spring 2009	I.C. Textiles and Materials Knowledge	AT 265 Textiles*	Elizabeth McCullough	Due: July 1, 2008
<i>Spring 2009</i>	I.D. Apparel Product Development Knowledge	AT 645 Private Label Apparel Product Development	Kim Hiller	Due: July 1, 2008
Spring 2009	IV. Diversity	AT 445 Pre-Internship Seminar	Diana Sindicich	Due: July 1, 2008

6. Describe the effects on student learning of the previous year's actions.
Students continue to develop professionally with critical thinking skills and industry knowledge. Their design skills are improving significantly.
7. Given the assessment activities and results to date, describe your plans for the coming year. (Clearly identify significant changes that have been made to degree program SLOs or to the general assessment strategy.)

We have added a second level Pattern Development course to help improve student learning and skill development. We also have a Visual Retailing class planned for merchandising students so that they can develop better technology skills. These were the two areas where students had significant knowledge missing in the curriculum. We also are adding a class on sustainability to better serve the mission of the department.