Analysis Questions and Analysis Answers

For Academic Programs
Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

The success of the retail concentration in our Apparel and Textiles program has increased our numbers and faculty concerns about preparing students for the range of opportunities they have with this degree. To this end, faculty created a three hour class focused on fashion marketing, which includes branding, consumer behavior, promotions and international marketing as it relates to the fashion industry. One of our faculty who is an international researcher in these areas has taken the lead on developing this class and also implemented a trip to China which began this spring. The combination of the travel opportunity with the timely focus on global marketing will provide students with the knowledge and experience they need to be internationally competitive.

Another result of assessment, although informally at this point, is the lack of sewing skill students have at the sophomore level due to the absence of an introductory class in the program. Faculty have met this summer to create such a class and it will be part of the assessment plan for 2014-2015.

Mission / Purpose
The mission of the Department of Clothing, Textiles and Interior Design is to provide strong undergraduate programs in apparel and textiles (with concentrations in apparel design and fashion retailing). Further, the department strives to contribute to the generation of new knowledge in the areas of apparel and textiles and to apply this knowledge to improving the quality of life of individuals, families, and communities.

Goals

G 1: Meta Goals
Clothing and Textiles uses the meta goals established by the International Textile and Apparel Association (ITAA) to develop creative, knowledgeable, and effective professionals who are able to contribute to the global textile and apparel complex as well as society. This general framework includes knowledge, skills, and behaviors that ITAA members believe are necessary to competently and ethically perform the activities necessary for success in the textile and apparel industry.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 4: Discipline knowledge
(Discipline Knowledge) Graduates of the Apparel and Textiles major will develop an awareness of the interdependent relationships which exist among components of the apparel and textile supply chain, retailers of apparel, and consumers.

Connected Documents
Apparel and Textile Curriculum Map II
Apparel and Textiles, Bachelors
Related Measures

M 7: Student scores
Students score 75% or higher on two specific exam questions in CTD 281: Fashion Retailing I and CTD 261: Textiles. Questions will be graded by the course instructor using a rubric and confirmed in a sample of work by another instructor.

Source of Evidence: Academic direct measure of learning - other

Target:
Students score 75% or higher on two specific exam questions in CTD 281: Fashion Retailing I and CTD 261: Textiles. Questions will be graded by the course instructor using a rubric and confirmed in a sample of work by another instructor.

M 8: Developed a 3 hour class
Development of a 3 hour class on fashion marketing to include branding, consumer behavior, promotions and international marketing as related to the fashion industry.

Note: Class implemented Spring 2013.

Source of Evidence: Academic direct measure of learning - other

Target:
Development of a 3 hour class on fashion marketing to include branding, consumer behavior, promotions and international marketing as related to the fashion industry.

Finding (2013-2014) - Target: MeT
The new retail class is used to monitor success in the preparation of our students to be internationally competitive. Class emphasis has resulted in a scheduled trip to China the first summer school term.

SLO 5: Skills/abilities
(Skills/Abilities) Graduates of the Apparel and Textiles major will effectively apply the theories, principles, and skills of the discipline to application in the workplace.

Connected Documents
Apparel and textile Curriculum Map II
Apparel and Textiles, Bachelors

Related Measures

M 9: Performance
Performance evaluations by on-site internship supervisors and survey feedback from subsequent job placement are analyzed.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Performance evaluations by on-site internship supervisors and survey feedback from subsequent job placement were analyzed.

M 10: Internship
In CTD 485: Internship in Fashion Retailing and CTD 455: Internship in Apparel Design/Production, students are required to meet specific professional objectives within the retail, design, or manufacturing segment.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
In CTD 485: Internship in Fashion Retailing and CTD 455: Internship in Apparel Design/Production, students are required to meet specific professional objectives within the retail, design, or manufacturing segment.

SLO 6: Critical thinking
Graduates of the Apparel and Textile major will develop and apply critical and evaluative thinking in the creation, marketing, merchandising, and distribution of consumer goods and services in domestic and international settings.

Connected Documents
Apparel and textile Curriculum Map II
Apparel and Textiles, Bachelors

Related Measures

M 11: Exam score CTD 281
Students score 75% or higher on exam questions in CTD 281 which provide knowledge of psycho social and global influences.

Source of Evidence: Academic direct measure of learning - other

Target:
Students score 75% or higher on exam questions in CTD 281 which provide knowledge of psycho social and global influences.

M 12: Exam score CTD 447
Students score 75% or higher on exam questions in CTD 447 which provide knowledge of psycho social and global influences.

Source of Evidence: Academic direct measure of learning - other

Target:
Students score 75% or higher on exam questions in CTD 447 which provide knowledge of psycho social and global influences.

SLO 7: Problem-solving skills
Demonstrate creative problem-solving skills.

Connected Documents
Related Measures

**M 13: Portfolio critiques**
Based on project and portfolio critiques using a rubric, students demonstrate creative problem-solving skills. Developed in a variety of lower level design courses, including CTD 217: Fashion Illustration, and CTD 319: Textiles Design.

NOTE: CTD 219 has been changed to CTD 319 due to increasing level of competency in the class.

NOTE: CTD 102 was difficult to use for this information since both interior design students and apparel students take the course. Faculty found it too time consuming to separate out the info for for the A&T students.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
Based on project and portfolio critiques using a rubric, students demonstrate creative problem-solving skills. Developed in a variety of lower level design courses, including CTD 102: Applied Design, CTD 217: Fashion Illustration, and CTD 219: Textiles Design.

**M 14: Portfolio critiques**

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

SLO 8: Improved outcome
(An Improvement Outcome Derived from the 2010-11 Assessment Findings) CTD 381: Fashion Retailing Seminar was changed from a one hour to a three hour course and a unit in merchandising mathematics and profit analysis was added to the course content. The change generated debate among faculty on the necessity for a full 3 hour course in retail math, which faculty are currently developing.

**Connected Documents**
- Apparel and textile Curriculum Map II
- Apparel and Textiles, Bachelors

**Related Measures**

**M 15: Retail math attained skill**
Measurement of attained skill in retail math through homework and exams in new CTD course.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Measurement of attained skill in retail math through homework and exams in new CTD course

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Retail math class**
Established in Cycle: 2011-2012
Development of a 3 hours retail math class to assist students in professional development.

**M 16: Peer review of retail math**
Measurement through peer review of retail math application problems.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Measurement through peer review of retail math application problems

SLO 9: Communication skills
(Optional) Graduates of the Apparel and Textile major will develop and refine effective communication skills through oral, written, visual, and electronic expression essential to professional practice.

**Connected Documents**
- Apparel and textile Curriculum Map II
- Apparel and Textiles, Bachelors

**Related Measures**

**M 17: Research papers/essays**
Students enrolled in CTD 446, 447, and 415 achieve a score of 75% or higher on research papers & essays, evaluated cyclically. Students in CTD 217, 219, 245, 320, 349, 350, 351, and 450 will achieve 75% or better on written project descriptions and the presentation of their work determined by rubric and multiple faculty evaluators, evaluated on a cycle.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Students enrolled in CTD 446, 447, 415 achieve a score of 75% or higher on research papers & essays. Students in CTD 217, 219, 245, 320, 349, 350, 351, and 450 will achieve 75% or better on written project descriptions and the presentation of their work determined by rubric and multiple faculty evaluators
M 18: Presentation
Students in CTD 320, 447, 448, 450, or 461 achieve 75% or higher on presentation of their work as determined by rubric and multiple evaluators.

Source of Evidence: Presentation, either individual or group

Target:
Students in CTD 320, 447, 448, 450, 461 achieve 75% or higher on presentation of their work as determined by rubric and multiple evaluators.

SLO 10: Interpersonal skills
(Optional) Graduates of the Apparel and Textile major will develop the interpersonal skills necessary to function as a member of a professional team.

Connected Documents
Apparel and textile Curriculum Map II
Apparel and Textiles, Bachelors

Related Measures

M 19: Evaluated team work
Students achieve 75% or higher on rubric evaluated team work by multiple critics in CTD 320.

Source of Evidence: Academic direct measure of learning - other

Target:
Students achieve 75% or higher on rubric evaluated team work by multiple critics in CTD 320

M 20: Peer critique
Students receive 75% or higher on multiple faculty and peer critique of finished work in CTD 447, CTD 461, CTD 450, or CTD 481.

Source of Evidence: Academic direct measure of learning - other

Target:
Students receive 75% or higher on multiple faculty and peer critique of finished work in CTD 447, CTD 461, CTD 450, and CTD 481.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 1: Recognized quality
The program will improve and sustain a high level of recognized quality.

Apparel and Textiles is recognized throughout the nation as a program that teaches many skills no longer taught in this discipline. Draping, for example, is found in only a few schools in the country. AT faculty feel it is important to prepare their students to meet the needs of the apparel and textile industries with a thorough understanding of process and acquisition of skill. The program has been involved in 3 consecutive Birmingham Fashion Weeks as well as the yearly Senior Collection: Fashion for Life which is heavily attended by the community. Faculty are active researchers and receive requests to lead workshops in events such as New Orleans Fashion Week. Students from this program have received national recognition on Project Runway and earlier this year rovided the winner of Design Star. The program carries with it both excellent academic credentials as well as popular recognition.

Connected Documents
Apparel and textile Curriculum Map II
Apparel and Textiles, Bachelors

Related Measures

M 1: AAFCS accreditation
The Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS) has a 10 year review cycle.

NOTE: The value of this accreditation is under discussion.

Source of Evidence: Academic indirect indicator of learning - other

M 2: NASAD accreditation
The National Association of Schools of Art and Design (NASAD) has a 10 year review cycle.

Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 2: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completions. No target has been established. Enrollment has been excellent for the past two years as the high visibility of the program attracts motivated students.

Connected Documents
Apparel and textile Curriculum Map II
Apparel and Textiles, Bachelors

Related Measures

M 3: OIRA enrollment and graduation rates
The UA Office of Institutional Research and Assessment (OIRA) provided enrollment and graduation rates annually over the last 6 years for the Apparel & Textiles degree program.

Source of Evidence: Academic indirect indicator of learning - other

M 4: Recruitment
A faculty generated plan for recruitment and retention was developed during the spring 2011 semester.

Source of Evidence: Academic indirect indicator of learning - other
OthOtcn 3: Program value

The program will be highly valued by its program graduates and other key constituencies it serves. No target has been established.

Networking is a huge part of the design world and the department informally keeps in contact with many of its former students. The department plans to begin a data base to organize this information for more transparency to parents and students about the success of the program. One graduate is considering a gift to the program that would honor a former faculty member and establish a apparel and textile retail center within the College.

Connected Documents
- Apparel and textile Curriculum Map II
- Apparel and Textiles, Bachelors

Related Measures

M 5: Student engagement (NSSE)
The National Survey on Student Engagement (NSSE) annually collects information at hundreds of four-year colleges and universities about student engagement across a variety of indicators.

Source of Evidence: Academic indirect indicator of learning - other

M 6: Annual survey
The College of Human Environmental Sciences regularly administers an Alumni survey to all CHES graduates. A total of 470 HES alumni responded to this survey in 2010.

Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Retail math class**

Development of a 3 hours retail math class to assist students in professional development.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Retail math attained skill
- **Outcome/Objective:** Improved outcome

**Implementation Description:** Creation of syllabus and assessment tools. Faculty have determined that it would be most effective to introduce this course in fall 2016 to establish it with a whole group coming through the program. Retail math is currently being taught in another class which will also need time to be altered.

- **Projected Completion Date:** 08/2016
- **Responsible Person/Group:** Faculty

**Internship Length Changed**

In order to comply with the needs of the sponsors we have for internships such as Bergdorf Goodman and Barneys, etc. in New York, we have this year begun the work that must be done to change our 8 week internship to a full semester. Sponsors say the 8 weeks is not long enough. We have adjusted the curriculum to take care of students while we are making these changes. After this change is complete, we will add the retail math class also mentioned in our assessment document.

- **Established in Cycle:** 2013-2014
- **Implementation Status:** Planned
- **Priority:** High

**Implementation Description:** The classes that have formed the other 8 weeks of the semester for those doing an 8 week internship will be adjusted to the normal length of a semester.

- **Projected Completion Date:** 08/2015
- **Responsible Person/Group:** Faculty
Mission / Purpose

The mission of the Department of Clothing, Textiles and Interior Design is to provide strong undergraduate programs in apparel and textiles (with concentrations in apparel design and fashion retailing). Further, the department strives to contribute to the generation of new knowledge in the areas of apparel and textiles and to apply this knowledge to improving the quality of life of individuals, families, and communities.

Goals

G 1: Meta Goals
Clothing and Textiles uses the meta goals established by the International Textile and Apparel Association (ITAA) to develop creative, knowledgeable, and effective professionals who are able to contribute to the global textile and apparel complex as well as society. This general framework includes knowledge, skills, and behaviors that ITAA members believe are necessary to competently and ethically perform the activities necessary for success in the textile and apparel industry.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 4: Discipline knowledge
(Discipline Knowledge) Graduates of the Apparel and Textiles major will develop an awareness of the interdependent relationships which exist among components of the apparel and textile supply chain, retailers of apparel, and consumers.

Connected Documents
- Apparel and textile Curriculum Map II
- Apparel and Textiles, Bachelor

Related Measures

M 7: Student scores
Students score 75% or higher on two specific exam questions in CTD 281: Fashion Retailing I and CTD 261: Textiles. Questions will be graded by the course instructor using a rubric and confirmed in a sample of work by another instructor.

Source of Evidence: Academic direct measure of learning - other

Target:
Students score 75% or higher on two specific exam questions in CTD 281: Fashion Retailing I and CTD 261: Textiles. Questions will be graded by the course instructor using a rubric and confirmed in a sample of work by another instructor.

M 8: Developed a 3 hour class
Development of a 3 hour class on fashion marketing to include branding, consumer behavior, promotions and international marketing as related to the fashion industry.

Source of Evidence: Academic direct measure of learning - other

Target:
Development of a 3 hour class on fashion marketing to include branding, consumer behavior, promotions and international marketing as related to the fashion industry

Finding (2012-2013) - Target: Met
CTD 473 was developed and implemented for the spring 2013 semester.

SLO 5: Skills/abilities
(Skills/Abilities) Graduates of the Apparel and Textiles major will effectively apply the theories, principles, and skills of the discipline to application in the workplace.

Connected Documents
- Apparel and textile Curriculum Map II
- Apparel and Textiles, Bachelor

Related Measures

M 9: Performance
Performance evaluations by on-site internship supervisors and survey feedback from subsequent job placement are analyzed.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Performance evaluations by on-site internship supervisors and survey feedback from subsequent job placement were analyzed.

M 10: Internship
In CTD 485: Internship in Fashion Retailing and CTD 455: Internship in Apparel Design/Production, students are required to meet specific professional objectives within the retail, design, or manufacturing segment.
Source of Evidence: Field work, internship, or teaching evaluation

Target:
In CTD 485: Internship in Fashion Retailing and CTD 455: Internship in Apparel Design/Production, students are required to meet specific professional objectives within the retail, design, or manufacturing segment.

Finding (2012-2013) - Target: Met

Finding
97% of evaluations were positive for this past year.

Interpretation
Students in the program who are in the retail concentration have a high success rate for their internships historically. This is due to a old, established program process developed years ago by a charismatic faculty member with a number of contacts in NY and elsewhere. Our new director is following an established path but has herself brought some meaningful change in the form of extending the internship to cover the whole semester based on requests from industry partners.

Conclusion
Beginning fall 2014 students will intern for 16 weeks-full time (35-40 hours a week). This change was based on findings that most apparel companies have a major need for interns during September before ours have even arrived in the past.

SLO 6: Critical thinking
Graduates of the Apparel and Textile major will develop and apply critical and evaluative thinking in the creation, marketing, merchandising, and distribution of consumer goods and services in domestic and international settings.

Connected Documents
Apparel and textile Curriculum Map II
Apparel and Textiles, Bachelors

Related Measures

M 11: Exam score CTD 281
Students score 75% or higher on exam questions in CTD 281 which provide knowledge of psycho social and global influences.

Source of Evidence: Academic direct measure of learning - other

Target:
Students score 75% or higher on exam questions in CTD 281 which provide knowledge of psycho social and global influences.

Finding (2012-2013) - Target: Met

MET
Students Scored 90% or higher on exam questions in CTD 281.

Interpretation and Conclusion
This class continues to be a good indicator of the success of the foundation courses in Apparel and Textiles.

M 12: Exam score CTD 447
Students score 75% or higher on exam questions in CTD 447 which provide knowledge of psycho social and global influences.

Source of Evidence: Academic direct measure of learning - other

Target:
Students score 75% or higher on exam questions in CTD 447 which provide knowledge of psycho social and global influences.

Finding (2012-2013) - Target: Met

Finding
85% of students scored higher than 75 in CTD 447 on exam questions

Interpretation
A majority of students are successful in acquiring knowledge of psycho social elements and global influence in the field of apparel and textiles

Conclusion
Critical thinking is being successfully addressed in CTD 447

SLO 7: Problem-solving skills
Demonstrate creative problem-solving skills.

Connected Documents
Apparel and textile Curriculum Map II
Apparel and Textiles, Bachelors

Related Measures

M 13: Portfolio critiques
Based on project and portfolio critiques using a rubric, students demonstrate creative problem-solving skills. Developed in a variety of lower level design courses, including CTD 217: Fashion Illustration, and CTD 319: Textiles Design.

NOTE: CTD 219 has been changed to CTD 319 due to increasing level of competency in the class.

NOTE: CTD 102 was difficult to use for this information since both interior design students and apparel students take the course. Faculty found it too time consuming to separate out the info for for the A&T students.

Source of Evidence: Portfolio, showing skill development or best work

Target:
Based on project and portfolio critiques using a rubric, students demonstrate creative problem-solving skills. Developed in a variety of lower level design courses, including CTD 102: Applied Design, CTD 217: Fashion Illustration, and CTD 219: Textiles Design.

Finding (2012-2013) - Target: Met
**FINDING**
94% made 80% or higher on the final design project

**INTERPRETATION**
A high percentage of students are successful in the lower levels when critiques and rubrics are introduced.

**CONCLUSION**
It might be important to discuss connecting this lower level experience with the upper level critique through a set of steps in each class that builds toward the final portfolio.

**M 14: Portfolio critiques**

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

**Finding (2012-2013) - Target: Met**

**FINDING**
In CTD 349, 86% scored 80% or higher on the final design project.
In CTD 450, 91% scored 80% or higher on portfolio rubric.

**INTERPRETATION**
Apparel and Textiles students are being successfully using critiques and rubrics in order to facilitate learning problem solving skills.

**CONCLUSION**
The planned creation of an advisory board for Clothing and Textiles will add to the input from industry and enhance even further the development of student problem solving skills.

**SLO 8: Improved outcome**
(An Improvement Outcome Derived from the 2010-11 Assessment Findings) CTD 381: Fashion Retailing Seminar was changed from a one hour to a three hour course and a unit in merchandising mathematics and profit analysis was added to the course content. The change generated debate among faculty on the necessity for a full 3 hour course in retail math, which faculty are currently developing.

**Connected Documents**
- Apparel and Textile Curriculum Map II
- Apparel and Textiles, Bachelor's

**Related Measures**

**M 15: Retail math attained skill**
Measurement of attained skill in retail math through homework and exams in new CTD course.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Measurement of attained skill in retail math through homework and exams in new CTD course

**Finding (2012-2013) - Target: Not Reported This Cycle**

New Course will begin Fall 2016 for juniors
Currently, retail math is taught in CTD 381 for only part of the semester. Assessments for learning include homework & exams. The new course will expand on this to include more homework (quantity and variety) and projects and assignments.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Retail math class**
Established in Cycle: 2011-2012
Development of a 3 hours retail math class to assist students in professional development.

**M 16: Peer review of retail math**
Measurement through peer review of retail math application problems.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Measurement through peer review of retail math application problems

**SLO 9: Communication skills**
(Optional) Graduates of the Apparel and Textile major will develop and refine effective communication skills through oral, written, visual, and electronic expression essential to professional practice.

**Connected Documents**
- Apparel and Textile Curriculum Map II
- Apparel and Textiles, Bachelor's

**Related Measures**

**M 17: Research papers/essays**
Students enrolled in CTD 446, 447, 415 achieve a score of 75% or higher on research papers & essays, evaluated cyclically. Students in CTD 217, 219, 245, 320, 349, 350, 351, 450 will achieve 75% or better on written project descriptions and the presentation of their work determined by rubric and multiple faculty evaluators, evaluated on a cycle.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Students enrolled in CTD 446, 447, 415 achieve a score of 75% or higher on research papers & essays. Students in CTD 217, 219, 245, 320, 340, 350, 351, 450 will achieve 75% or better on written project descriptions and the presentation of their work determined by rubric and multiple faculty evaluators.

**M 18: Presentation**
Students in CTD 320, 447, 448, 450, or 461 achieve 75% or higher on presentation of their work as determined by rubric and multiple evaluators.

Source of Evidence: Presentation, either individual or group

**Target:**
Students in CTD 320, 447, 448, 450, 461 achieve 75% or higher on presentation of their work as determined by rubric and multiple evaluators.

**SLO 10: Interpersonal skills**
(Optional) Graduates of the Apparel and Textile major will develop the interpersonal skills necessary to function as a member of a professional team.

**Connected Documents**
- Apparel and textile Curriculum Map II
  - Apparel and Textiles, Bachelors

**Related Measures**

**M 19: Evaluated team work**
Students achieve 75% or higher on rubric evaluated team work by multiple critics in CTD 320.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Students achieve 75% or higher on rubric evaluated team work by multiple critics in CTD 320

**Finding (2012-2013) - Target: Met**

**FININGS**
100% of students achieved 75% or higher on evaluated team work.

**INTERPRETATION**
CTD 320 remains an excellent class with carefully orchestrated group work by faculty.

**CONCLUSION**
The interpersonal skills learned in this course serve the Clothing and Textiles students well in the later production classes where they are required to work with others as well as when they have their internships.

**M 20: Peer critique**
Students receive 75% or higher on multiple faculty and peer critique of finished work in CTD 447, CTD 461, CTD 450, or CTD 481.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Students receive 75% or higher on multiple faculty and peer critique of finished work in CTD 447, CTD 461, CTD 450, and CTD 481.

**Finding (2012-2013) - Target: Met**

**FINING**
95% received 75% or higher on peer evaluations in CTD 481

**INTERPRETATION**
Peer evaluations improve the quality of student presentations

**CONCLUSION**
This class focuses on interpersonal skills to prepare students for their internship semester. In this program students must be interviewed by their sponsor and actually chosen so these skills are extremely important to their even getting the internship.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 1: Recognized quality**
The program will improve and sustain a high level of recognized quality.

**Connected Documents**
- Apparel and textile Curriculum Map II
  - Apparel and Textiles, Bachelors

**Related Measures**

**M 1: AAFCS accreditation**
The Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS) has a 10 year review cycle.

**NOTE:** The value of this accreditation is under discussion.

Source of Evidence: Academic indirect indicator of learning - other

**M 2: NASAD accreditation**
The National Association of Schools of Art and Design (NASAD) has a 10 year review cycle.

Source of Evidence: Academic indirect indicator of learning - other

**OthOtcm 2: Optimal level**
The program will build and sustain an optimal level of annual program enrollments and degree completions. No target has been established.

**Connected Documents**
- Apparel and textile Curriculum Map II
  - Apparel and Textiles, Bachelors
Related Measures

M 3: OIRA enrollment and graduation rates
The UA Office of Institutional Research and Assessment (OIRA) provided enrollment and graduation rates annually over the last 6 years for the Apparel & Textiles degree program.

FINDINGS: As of September 2013, there are 423 undergraduate students enrolled in Clothing and Textiles. INTERPRETATION: The number of students went from 1 in Fall 2012 to 423 in Fall 2013. This represents a slight decrease in enrollment. We expect to continue to increase or maintain this number of students enrolled in Clothing and Textiles.

Source of Evidence: Academic indirect indicator of learning - other

M 4: Recruitment
A faculty generated plan for recruitment and retention was developed during the spring 2011 semester.

Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 3: Program value
The program will be highly valued by its program graduates and other key constituencies it serves. No target has been established.

Connected Documents
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Apparel and Textiles, Bachelors

Related Measures

M 5: Student engagement (NSSE)
The National Survey on Student Engagement (NSSE) annually collects information at hundreds of four-year colleges and universities about student engagement across a variety of indicators.

Source of Evidence: Academic indirect indicator of learning - other

M 6: Annual survey
The College of Human Environmental Sciences regularly administers an Alumni survey to all CHES graduates. A total of 470 HES alumni responded to this survey in 2010.

Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Retail math class
Development of a 3 hours retail math class to assist students in professional development.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Retail math attained skill | Outcome/Objective: Improved outcome

Implementation Description: Creation of syllabus and assessment tools.
Projected Completion Date: 07/2012
Responsible Person/Group: Faculty
Detailed Assessment Report
2011-2012 Apparel & Textiles B.S.H.E.S.
As of: 11/10/2014 03:16 PM CENTRAL

Mission / Purpose

The mission of the Department of Clothing, Textiles and Interior Design is to provide strong undergraduate programs in apparel and textiles (with concentrations in apparel design and fashion retailing). Further, the department strives to contribute to the generation of new knowledge in the areas of apparel and textiles and to apply this knowledge to improving the quality of life of individuals, families, and communities.

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Clothing and Textiles uses the meta goals established by the International Textile and Apparel Association (ITAA) to develop creative, knowledgeable, and effective professionals who are able to contribute to the global textile and apparel complex as well as society. This general framework includes knowledge, skills, and behaviors that ITAA members believe are necessary to competently and ethically perform the activities necessary for success in the textile and apparel industry.

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SLO 4: Discipline knowledge
(Discipline Knowledge) Graduates of the Apparel and Textiles major will develop an awareness of the interdependent relationships which exist among components of the apparel and textile supply chain, retailers of apparel, and consumers.

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- Apparel and Textiles, Bachelors

Related Measures

M 7: Student scores
Students score 75% or higher on two specific exam questions in CTD 281: Fashion Retailing I and CTD 261: Textiles. Questions will be graded by the course instructor using a rubric and confirmed in a sample of work by another instructor.

Source of Evidence: Academic direct measure of learning - other

Target:
Students score 75% or higher on two specific exam questions in CTD 281: Fashion Retailing I and CTD 261: Textiles. Questions will be graded by the course instructor using a rubric and confirmed in a sample of work by another instructor.

Finding (2011-2012) - Target: Met
FINDINGS
91% of students earned 75% or higher on two specific exam questions in CTD 281 dealing with the interdependent relationships which exist among apparel and textile supply chain, retailers of apparel, and consumers. 89% of students earned 75% or higher in CTD 261.

INTERPRETATION
Students scored 16% and 14% higher respectively in 281 and 261 than the goal for the stated measure.

CONCLUSION
CTD 281 and 261 are successful at presenting information students can synthesize into valuable understanding about all the components that are present in the world of textile marketing and manufacture.

M 8: Developed a 3 hour class
Development of a 3 hour class on fashion marketing to include branding, consumer behavior, promotions and international marketing as related to the fashion industry.

Source of Evidence: Academic direct measure of learning - other

Target:
Development of a 3 hour class on fashion marketing to include branding, consumer behavior, promotions and international marketing as related to the fashion industry

Finding (2011-2012) - Target: Not Reported This Cycle
In development for spring 2013

SLO 5: Skills/abilities
(Skills/Abilities) Graduates of the Apparel and Textiles major will effectively apply the theories, principles, and skills of the discipline to application in the workplace.

Connected Documents
- Apparel and textile Curriculum Map II
- Apparel and Textiles, Bachelors

Related Measures

M 9: Performance
Performance evaluations by on-site internship supervisors and survey feedback from subsequent job placement are
analyzed.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Performance evaluations by on-site internship supervisors and survey feedback from subsequent job placement were analyzed.

Finding (2011-2012) - Target: Met
FINDINGS
98% of responses were positive for performance evaluations by on-site supervisors of internship students.

INTERPRETATION
Supervisors are rating our students as competent in the work place.

CONCLUSION
The Program is adequately preparing students for this real world experience.

M 10: Internship
In CTD 485: Internship in Fashion Retailing and CTD 455: Internship in Apparel Design/Production, students are required to meet specific professional objectives within the retail, design, or manufacturing segment.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
In CTD 485: Internship in Fashion Retailing and CTD 455: Internship in Apparel Design/Production, students are required to meet specific professional objectives within the retail, design, or manufacturing segment.

Finding (2011-2012) - Target: Not Reported This Cycle
New faculty. No data this year.

Finding (2011-2012) - Target: Not Reported This Cycle
New faculty. No data this year.

SLO 8: Critical thinking
Graduates of the Apparel and Textile major will develop and apply critical and evaluative thinking in the creation, marketing, merchandising, and distribution of consumer goods and services in domestic and international settings.

Related Measures

M 11: Exam score CTD 281
Students score 75% or higher on exam questions in CTD 281 which provide knowledge of psycho social and global influences.

Source of Evidence: Academic direct measure of learning - other

Target:
Students score 75% or higher on exam questions in CTD 281 which provide knowledge of psycho social and global influences.

Finding (2011-2012) - Target: Met
FINDINGS
91% of students scored 75% or higher on specific exam questions.

INTERPRETATION
16% more students scored 75 or higher than the goal for this measurement.

CONCLUSION
Students are successfully synthesizing information from the class.

M 12: Exam score CTD 447
Students score 75% or higher on exam questions in CTD 447 which provide knowledge of psycho social and global influences.

Source of Evidence: Academic direct measure of learning - other

Target:
Students score 75% or higher on exam questions in CTD 447 which provide knowledge of psycho social and global influences.

Finding (2011-2012) - Target: Met
FINDINGS
85% of students scored higher than 75 on the specific questions designed to test knowledge of psycho social and global influence in CTD 447.

INTERPRETATION
10% more students are achieving the goal for the measurement than expected.

CONCLUSION
Exam questions are successful at indicating acquired knowledge.

SLO 7: Problem-solving skills
Demonstrate creative problem-solving skills.

Related Measures
M 13: Portfolio critiques
Based on project and portfolio critiques using a rubric, students demonstrate creative problem-solving skills. Developed in a variety of lower level design courses, including CTD 102: Applied Design, CTD 217: Fashion Illustration, and CTD 219: Textiles Design.

Source of Evidence: Portfolio, showing skill development or best work

Target:
Based on project and portfolio critiques using a rubric, students demonstrate creative problem-solving skills. Developed in a variety of lower level design courses, including CTD 102: Applied Design, CTD 217: Fashion Illustration, and CTD 219: Textiles Design.

Finding (2011-2012) - Target: Met

FINDINGS
CTD 102 89% of students scored 80% or higher in creative problem solving skills.
CTD 219 100% of students scored 80% or higher in creative problem solving skills.

INTERPRETATION
Students in 102 and 219 are successful problem solvers.

CONCLUSION
The majority of students in 102 and 219 have successfully developed creative problem solving skills as they have moved through the program.

M 14: Portfolio critiques

Source of Evidence: Portfolio, showing skill development or best work

Target:

Finding (2011-2012) - Target: Met

FINDINGS
89% of students scored 80% or higher on projects demonstrating problem solving skills.

INTERPRETATION
9% more students scored 80% or higher than expected on this measure.

CONCLUSION
Students are successfully moving through the levels of acquiring knowledge and are able to utilize both knowledge and skill in the production of their upper level work.

SLO 8: Improved outcome
(An Improvement Outcome Derived from the 2010-11 Assessment Findings) CTD 381: Fashion Retailing Seminar was changed from a one hour to a three hour course and a unit in merchandising mathematics and profit analysis was added to the course content. The change generated debate among faculty on the necessity for a full 3 hour course in retail math, which faculty are currently developing.

Connected Documents
Apparel and textile Curriculum Map II
Apparel and Textiles, Bachelors

Related Measures
M 15: Retail math attained skill
Measurement of attained skill in retail math through homework and exams in new CTD course.

Source of Evidence: Academic direct measure of learning - other

Target:
Measurement of attained skill in retail math through homework and exams in new CTD course

Finding (2011-2012) - Target: Not Reported This Cycle
New Course. No data currently.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Retail math class
Established in Cycle: 2011-2012
Development of a 3 hours retail math class to assist students in professional development.

M 16: Peer review of retail math
Measurement through peer review of retail math application problems.

Source of Evidence: Academic direct measure of learning - other

Target:
Measurement through peer review of retail math application problems

Finding (2011-2012) - Target: Not Reported This Cycle
New course. No current data.

SLO 9: Communication skills
(Optional) Graduates of the Apparel and Textile major will develop and refine effective communication skills through oral, written, visual, and electronic expression essential to professional practice.
Connected Documents

Apparel and textile Curriculum Map II
Apparel and Textiles, Bachelors

Related Measures

M 17: Research papers/essays
Students enrolled in CTD 446, 447, 415 achieve a score of 75% or higher on research papers & essays. Students in CTD 217, 219, 245, 320, 349, 350, 351, 450 will achieve 75% or better on written project descriptions and the presentation of their work determined by rubric and multiple faculty evaluators.

Source of Evidence:  Academic direct measure of learning - other

Target:
Students enrolled in CTD 446, 447, 415 achieve a score of 75% or higher on research papers & essays. Students in CTD 217, 219, 245, 320, 349, 350, 351, 450 will achieve 75% or better on written project descriptions and the presentation of their work determined by rubric and multiple faculty evaluators.

Finding (2011-2012) - Target: Met

FINDINGS
CTD 415 100% achieved 75 and higher on written projects and presentations.

INTERPRETATIONS
A number of classes are rotated to provide data about student success with writing and project presentation.

CONCLUSIONS
The majority of students in 415 were successful in their work according to rubric and multiple faculty evaluators.

M 18: Presentation
Students in CTD 320, 447, 448, 450, 461 achieve 75% or higher on presentation of their work as determined by rubric and multiple evaluators.

Source of Evidence:  Presentation, either individual or group

Target:
Students in CTD 320, 447, 448, 450, 461 achieve 75% or higher on presentation of their work as determined by rubric and multiple evaluators.

Finding (2011-2012) - Target: Met

FINDINGS
CTD 447 85% of students achieved a score of 75 or higher on research papers and essays.

INTERPRETATION
The majority of students in 447 were successful with major-specific research papers and essays

CONCLUSION
Students in CTD 447 demonstrated effective communication skills through writing.

SLO 10: Interpersonal skills
(Optional) Graduates of the Apparel and Textile major will develop the interpersonal skills necessary to function as a member of a professional team.

Connected Documents

Apparel and textile Curriculum Map II
Apparel and Textiles, Bachelors

Related Measures

M 19: Evaluated team work
Students achieve 75% or higher on rubric evaluated team work by multiple critics in CTD 320.

Source of Evidence:  Academic direct measure of learning - other

Target:
Students achieve 75% or higher on rubric evaluated team work by multiple critics in CTD 320.

Finding (2011-2012) - Target: Met

FINDINGS
100% of students achieved 75% or higher on rubric evaluated team work by multiple critics in CTD 461.

INTERPRETATION
All students in the class were successful participants in professional team work activities.

CONCLUSION
Students in 461 are developing the interpersonal skills to function successfully within a professional team.

M 20: Peer critique
Students receive 75% or higher on multiple faculty and peer critique of finished work in CTD 447, CTD 461, CTD 450, and CTD 481.

Source of Evidence:  Academic direct measure of learning - other

Target:
Students receive 75% or higher on multiple faculty and peer critique of finished work in CTD 447, CTD 461, CTD 450, and CTD 481.

Finding (2011-2012) - Target: Met

FINDINGS
85% of students received 75% or higher on multiple faculty and peer critique of finished work in CTD 447.

INTERPRETATION
A majority of students were successful with both faculty and peer critique of their work.

CONCLUSION
CTD 447 is providing a growth experience for students toward professional interpersonal skills.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Recognized quality
The program will improve and sustain a high level of recognized quality.

Connected Documents
- Apparel and textile Curriculum Map II
- Apparel and Textiles, Bachelors

Related Measures

M 1: AAFCS accreditation
The Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS) has a 10 year review cycle.
Source of Evidence: Academic indirect indicator of learning - other

M 2: NASAD accreditation
The National Association of Schools of Art and Design (NASAD) has a 10 year review cycle.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 2: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completions. No target has been established.

Connected Documents
- Apparel and textile Curriculum Map II
- Apparel and Textiles, Bachelors

Related Measures

M 3: OIRA enrollment and graduation rates
The University Office of Institutional Research and Assessment (OIRA) provided enrollment and graduation rates annually over the last 6 years for the Apparel & Textiles degree program.
Source of Evidence: Academic indirect indicator of learning - other

M 4: Recruitment
A faculty generated plan for recruitment and retention was developed during the spring 2011 semester.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 3: Program value
The program will be highly valued by its program graduates and other key constituencies it serves. No target has been established.

Connected Documents
- Apparel and textile Curriculum Map II
- Apparel and Textiles, Bachelors

Related Measures

M 5: Student engagement (NSSE)
The National Survey on Student Engagement (NSSE) annually collects information at hundreds of four-year colleges and universities about student engagement across a variety of indicators.
Source of Evidence: Academic indirect indicator of learning - other

M 6: Annual survey
The College of Human Environmental Sciences regularly administers an Alumni survey to all CHES graduates. A total of 470 HES alumni responded to this survey in 2010.
Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Retail math class
Development of a 3 hours retail math class to assist students in professional development.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Retail math attained skill | Outcome/Objective: Improved outcome

Implementation Description: Creation of syllabus and assessment tools.
Projected Completion Date: 07/2012
Responsible Person/Group: Faculty
### Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Student Learning Outcome 1: Apply knowledge to the workplace</th>
<th>Student Learning Outcome 2: Understand interdependent process of production &amp; relationships in textiles industry</th>
<th>Student Learning Outcome 3: Apply critical thinking in international consumerism</th>
<th>Student Learning Outcome 4: Demonstrate creative problem solving skills</th>
<th>Student Learning Outcome 5</th>
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<tr>
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</table>
### Curriculum Map II (Assessment Measures)

<p>| Course 1 | 102 Applied | Course 2 | 217 Fashion Illustration | Course 3 | 219 Textile Design | Course 4 | 241 Apparel Construction | Course 5 | 245 Apparel Production | Course 6 | 261 Textiles | Course 7 | 281 Fashion Retailing | Course 8 | 349 CAD for Apparel Design | Required Experience | 350 Flat Pattern | Required Task | 351 Draping | Required Activity | 461 Quality Control | Course 9 | 481 Fashion Retailing II | Course 10 | 485 Internship in Fashion Retailing | Course 11 | 320 Visual Merchandising | Course 12 | 446 Cultural Dynamics | Course 13 | 447 International Trade | Course 14 | 415 History of Textile Design | Course 15 | 448 History of Embedded exam questions |
|----------|-------------|----------|--------------------------|----------|------------------|----------|--------------------------|----------|--------------------------|----------|----------------------|----------|--------------------------|----------|--------------------------|----------------------|---------------------|----------------------|-------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|----------------------|--------------------------|
| Student Learning Outcome 1 | Apply knowledge to the workplace | Student Learning Outcome 2 | Understand process of textile of interdependent textile relationships | Student Learning Outcome 3 | Apply critical thinking in international consumerism | Student Learning Outcome 4 | Demonstrate creative problem solving skills | Student Learning Outcome 5 | | Student Learning Outcome 6 | |
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<tr>
<th>Costume</th>
<th>450 Advanced Apparel Design</th>
<th>Original Alpaca design using competition rubric</th>
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