

**San Francisco State University
Consumer & Family Studies/Dietetics Department
Inventory of Program Assessment Activities, 2010-2011**

Program/Degree: BS Apparel Design and Merchandising **Department:** CFS/D **College:** CHHS **Date:** June 2011

PROGRAM MISSION: The ADM program prepares students for a career in the fashion industry including apparel and retail companies. Students develop a consumer and socially conscious approach to the industry and a basic knowledge of the field including professional practices. They integrate knowledge from a variety of academic disciplines that play a role in intellectual inquiry related to the designing and merchandising of apparel.

Measurable learning outcome	Place in curriculum where outcome is addressed	Academic year outcome was/will be assessed	Assessment/ procedures Methods/strategies	Summary of findings about student learning	Use of findings for program improvement
1. Apparel Design and Merchandising students will design garments, merchandising plans, promotion, fashion shows, and window displays depending on their career option.	ADM 469 Visual Merchandising and Promotion, (fashion merchandising emphasis) (developed) <i>and</i> ADM 362 Draping (apparel design emphasis) (developed) <i>and</i> ADM 661 Apparel Design Problems (apparel design	2010-2011	ADM faculty's quantitative and qualitative assessment of the promotional materials, merchandising and actual projects shown at <i>Runway 2011: Enchantment</i> show presented to the campus community and the public in May 2011 at the Galleria S.F. Design Center in San Francisco. Design students show their work; merchandising students produce the show. Audience enthusiasm, ticket sales.	<i>Runway 2011: Enchantment</i> was held for the 2nd consecutive year at the Galleria. Over 160 garment designs meeting the criteria, were accepted for the show including student designer lines (n=24) and individual looks (n=26). Merchandising students (n=42) planned, promoted and merchandised the show. The event was attended by over 650 guests, 50% who participated in selecting through private ballot their favorite collection. Student (n =75) written and verbal assessment revealed the need for better communication among all ADM students.	As more parents, alumnae and industry professionals attend our show, the anticipation and anxiety to excel increases in our students. For 2012, greater communication through mandatory class visits and group emails will increase communication between design and merchandising students. A sponsor may be required to assist in the costs as the space is expensive, yet enhances the professional presentation of student work.

	<p>emphasis) (mastery)</p> <p>ADM 600 Professional Development (both emphases) (mastery)</p>	2010-2011	<p>Student verbal and written reflective analysis.</p> <p>ADM 600 Faculty critique of student portfolios.</p>	<p>ADM 600 Portfolios (n= 66). 85% did excellent work, 10% above average, and 5% below average. A strong majority of the students use e-folio software that provides a user-friendly approach for development of their concepts that allows them to hone in on showcasing their work and somewhat less on format.</p>	<p>ADM 600: The assessment rubrics utilized for portfolios was updated in 2011 and further evaluation and development is still required. Attention should be given to creating more options that address individuality of student work and career interest.</p>
2. Students will exhibit critical thinking.	<p>ADM 560 Apparel and Textiles in the World Marketplace (both emphases) (developed)</p>	2011-2012			
	<p>ADM 561 Culture and Historical Costume (both emphases) (mastery)</p>	2010-2011	ADM 561 Written analysis	<p>ADM 561 Students (n=48) investigated how various aspects of culture and its technological, ideological, aesthetic, and economic progress have affected dress. Submitted term papers were excellent (48%), good (27%), average (8%), and poor (6%).</p>	<p>ADM 561 Group work for peer evaluation of papers will be stressed and more structured with students receiving credit for the peer evaluations.</p>

	ADM 661 Design Problems (apparel design mastery)	2010-2011	ADM 661 Faculty and student critique of student designs.	ADM 661 Students (n=22) individually present garment designs to entire class and receive back written critiques from classmates. 60-70% of the student's designs improved based on the feedback received.	ADM 661 Continue to use written but encourage more oral critique to help students articulate in front of each other and be more analytical.
3. Students will exhibit good oral presentation skills.	ADM 665 Product Development, (both emphases) (mastery)	2010-2011	ADM 665 Faculty and student assessment of student oral presentations.	ADM 665 Students (n=65) gave brief, 3 minute, presentations of product ideas that were filmed, uploaded on ilearn, and assessed by themselves, instructor, and fellow students. Presentations were greatly improved from previous years with (48%) excellent, (42%) above average, and (10%) average. Department oral rubric was the tool for faculty assessment.	ADM 665 Present representative video clips before students begin presentations, reviewing specific required outcomes. Have students also do self-evaluation using department rubric, along with qualitative comments.
	ADM 566 Fashion and the Consumer (merchandising emphasis) (mastery)	2010-2011	ADM 566 Students give an oral presentation of their research papers in groups.	ADM 566 Oral presentations were made by 43 students. Most prepared collaborative power-points in groups of 4 or 5 with each reporting their individual statistical analysis of hypothesis testing. Most did an excellent job. Some spent too much time reading from looking at the screen. Oral presentation rubrics are given to all CFS/D students.	ADM 566 Continue with strategy. Emphasize engaging audience in presentation more.

	ADM 600 Professional Development (both emphases) (mastery)	2010-2011	ADM 600 Faculty evaluation of student oral assessment using department oral presentation rubric.	ADM 600 51 oral presentations. The majority of the students (53%) did excellent, above average (27%), and average (10%) with one student receiving a poor rating. Provided with the assessment tool in advance, students were able to use it to develop their presentations.	ADM 600 Visual representations of prevailing issues that diminish oral presentation levels will be integrated into lecture (i.e. public speaking videos) providing students with examples of what to do and not to do, in advance. Hopefully this will provide them with a good model to follow.
	ADM 661 Apparel Design Problems (apparel design emphasis) (mastery)	2010-2011	ADM 661 Faculty and student critique of design presentations.	ADM 661 Students (n=22) presented finished garment designs explaining how their inspiration led to the final garment. Ratings were 20% excellent, 30% good, and 50% average.	ADM 661 Develop examples of excellent, good and average presentations that instructor will present and review with students before assignment.
4. Students will exhibit cooperative team skills.		2011-2012			
5. Students will contribute to society and the professional community through community service learning.	ADM 569 Visual Merchandising and Promotion (merchandising emphasis requirement, elective for design	2010-2011	ADM 569 Oral and written critique and reflection of projects by students, faculty, and community partners.	ADM 569 This is the 2 nd year merchandising students developed a fashion promotional event with the St Vincent de Paul Society (SVDP). Students (n=20) promoted and staged a preview event for over 120 designs at the	ADM 569 Based on student positive evaluations of working in the community, this course was accepted as a community service-learning (CSL) course,

	emphasis) (developed)			de Young Museum that was attended by over 3000 guests. All students performed exemplary and were given letters of recognition from SVDP.	and in 2012 students will receive recognition on their transcripts for their CSL. Assessment rubrics will be reevaluated for rating student performance by instructor and community partner.
6. Students appreciate a socially conscious approach to the apparel and textile industry	ADM 665 Product Development (both emphases) (mastery)	2010-2011	ADM 665 Student and faculty oral and written critique of product lines and merchandising plans.	ADM 665 A sustainability component was added to all final product lines created by students (n=72), with grades of 35% excellent, 45% good, and 20% average. Examples include designs made of organic cotton or recycled polyester, niche markets as sun protective clothing for children, charitable and philanthropic donations and drives.	ADM 665 Include a requirement for clear reference citations on sustainable claims as a requirement for the projects.
	ADM 361 Flat Pattern (apparel design emphasis) (development)	2010-2011	ADM 361 Students designed a garment from high quality donated materials from local manufacturers.	ADM 361 Of the 20 students who created garments with these donated fabrics, 50% of them appreciated the quality of the materials that they could not afford. Others found it restrictive to be using fabrics not of their entire choice.	ADM 361 Faculty will better describe an assignment that is real in the design world where there is not always a choice of materials, parameters, and budget, and challenge students with the assignment, in addition to helping students calculate actual fabric costs that were donated leading to

					learning and appreciation of the donation.
7. Graduates will exhibit satisfaction with their Apparel Design and Merchandising program.	All ADM classes	2009-2010	Graduating students' responses to a 70 item exit survey using a 5 point Likert scale with 1=frequently or very satisfied (high) to 5=frequently or very dissatisfied (low).	Seniors (n=60) responses: (n=62) scores between 1.20-1.97 and (n=8) scores between 2.00-2.63. The competencies rated the lowest included: availability of extracurricular activities providing enrichment (2.63), and know subject matter to the extent you feel prepared to seek employment (2.22). The competencies rated the highest by both design and merchandising students included: recognize the value clothing plays in helping individuals express themselves creatively and apply this to daily living (1.36), and analyze the current basic problems confronting the apparel, textile, and fashion industries (1.40).	Faculty continue to evaluate response results to analyze trends and review results with faculty and instructors teaching courses. Faculty have little "extra" time to offer additional extracurricular activities. However, more effort could be put on notifying all ADM students of opportunities available through the Fashion Network Association, a campus group of current students and alumni.
8. Diversity will be stressed in the manner of course instruction (e.g., use of online courses and iLearn).(Goal)	ADM 360GW Fashion Clothing and Society (both emphases) ADM 561 Historic and Cultural Costume (both emphases)	2011-2012	ADM 561 New online strategies will be instituted next year. Hybrid Learning Model is used. Based on student feedback, this course was revised from total online to a hybrid course model meeting one day/week in class with other times online.	ADM 561 For the past 5 years the class was fully online with many problems and student complaints. Students (n=48) were self-motivated and responded positively to the new class format. Meeting students face-to-face one day a week worked well to eliminate past problems.	ADM 561 We will continue to assess the size of images on line to make sure they can be easily opened and viewed by all. Continue to develop learning assessment tools that can be completed online.