

Department: Apparel Merchandise and Management
Program: Fashion Retailing and Apparel Production
Date: May 2007
Updated: _____

Introduction to the Program and the Assessment Plan

In this section it is important to give an overview description of your academic program so the reader can understand what your program is all about. Keep in mind you will be updating each section every year and will add the information as is outlined below. (The items in parentheses below are examples of how the document will be added to each year but will not be completed by May 2007.)

A. Program Mission/Vision as applicable –

1. as of May 2007 -

The mission for the Apparel Merchandising and Management (AMM) department is,

To become a leading international apparel school this provides high quality education and research for tomorrow's industry leaders.

(2. as of May 2008 – indicate any changes or additions in May 2008)

B. Describe briefly the curriculum and instructional methods your program uses to accomplish your program objectives (i.e., internships; capstone courses, course sequences, research projects, independent study, service learning etc). –

a. as of May 2007 -

1. Senior apparel retailing capstone series (AMM 455, AMM 451, AMM 470, AMM 496)
2. Senior apparel production capstone series (AMM 410, AMM 414, AMM 481, AMM 492)
3. Core
 - a. AMM 101, 108, 160, 210, 230, 250, 270, 300, 310, 314, 360, 380, 381L, 441, 442
4. Required internship (AMM 442)
5. Service learning project in AMM 381. The project creates and manufactures baby items to give to a local charity.

(b. as of May 2008 – to be added in May 2008)

C. Describe briefly the status of your current updates as a result of your previous assessment cycle

Cal Poly Pomona Program Learning Outcome Assessment Plans College of Agriculture

Previously the AMM department gave a senior exit exam. The exam was based on Bloom's taxonomy. Faculty decided that we will do another form of assessment.

a. as of May 2007 for any previously completed student learning outcome assessment during the 2006-2007 academic year

The primary outcome assessment tool for the AMM department is the American Apparel and Footwear Association (AAFA) program endorsement. Every five years, the AMM curriculum undergoes intensive review to receive AAFA program endorsement. While AAFA's program endorsement is for the apparel production option; it affects approximately sixty percent of course objectives in AMM core courses. The program endorsement involves the following:

1. Conduct a self study. Each core and apparel production option course is matched with the appropriate AAFA criterion. The department submits a notebook to a review committee.
2. The AAFA review committee, which consists of external reviewers, evaluates course outlines with AAFA criteria. They score the department.
3. The AMM department goes through a second round of review, which can range from minor to major changes in expanded course outlines. From November 2006-April 2007, the AMM faculty made major changes to expanded course outlines. We resubmitted the AAFA notebooks for a second round of external review.
 - a. The AMM faculty updated the following core course expanded course outlines for course objectives, lecture material, lab/activity, and projects/assignments to meet AAFA criteria

AMM 101	AMM 314/A
AMM 210/A	AMM 357
AMM 230	AMM 360/L
AMM 250	AMM 380/A
AMM 310/A	AMM 381/L
 - b. In addition, we updated and revised the following apparel production option courses expanded course outlines and syllabi:

AMM 180L	AMM 481/L
AMM 410/A	AMM 492/A
AMM414/A	
4. The AAFA review committee, which consists of external reviewers, evaluates course outlines with AAFA criteria. They score the department.
5. We receive notice from the committee. We received unofficial notification that we have passed and will receive program endorsement for 2007-2011.

(b. as of May 2008 for May 2007 cycle – to be added in May 2008)

CHAPTER 1 Program Objective #1 and Student Learning Outcomes (SLO)

Identify 2 program objectives that should probably be unique to your subject matter/discipline – 1 for Chapter 1 and 1 for Chapter 2. For the Program Objective below, identify 3-5 Student Learning Outcomes for each of the next 3 years. For subsequent years some of the same SLOs from May 2007 may be measured again in 2008 and 2009 or they may be measured every other year or every third year – each program will have to determine what is appropriate for their program and customize this listing for their program.

1.1.a Program Objective #1

- 1) Students will comprehend the sewn products industry for its historic development relationship among suppliers, role of creativity, seasonality of demand and product mix, and corresponding technological impact.

1.1.b.1. Student Learning Outcomes for Program Objective #1 – as of May 2007

- a. Student Learning Outcome #1
Comprehend the historic development and influence on present and future trends of the global sewn products industry (1.1)ⁱ
- b. Student Learning Outcome #2
Comprehend interrelationship among suppliers, producers, retailers, and consumers (1.2)
- c. Student Learning Outcome #3
Comprehend the relationship among fashion, basic, staple, and seasonal goods on production (1.3)
- d. Student Learning Outcome #4
Comprehend the role of creative design, technical design, customization, and mass production in the fashion business today (1.4)
- e. Student Learning Outcome #5
Analyze impact of technology on product development, merchandising, markets and production, and multi channel distribution (1.5)

1.1.b.2. Student Learning Outcomes for Program Objective #1 – as of May 2008

- a. Student Learning Outcome #1
- b. Student Learning Outcome #2
- c. Student Learning Outcome #3
- d. Student Learning Outcome #4
- e. Student Learning Outcome #5

1.1.b.3. Student Learning Outcomes for Program Objective #1 – as of May 2009

- a. Student Learning Outcome #1
- b. Student Learning Outcome #2
- c. Student Learning Outcome #3
- d. Student Learning Outcome #4
- e. Student Learning Outcome #5

1.2 Student Learning Outcome-Curriculum Alignment Matrix for Program Objective #1 – as of May 2007

For each SLO identify in which courses are the SLOs introduced, practiced and mastered.

I = outcome is introduced **P** = outcome is practiced **M** = Outcome is Mastered

Course (number and title)	SLO #1: (write out SLO) Comprehend the historic development and influence on present and future trends of the global sewn products industry (1.1)	SLO #2: (write out SLO) Comprehend interrelationship among suppliers, producers, retailers, and consumers (1.2)	SLO #3: (write out SLO) Comprehend the relationship among fashion, basic, staple, and seasonal goods on production (1.3)	SLO #4: (write out SLO) Comprehend the integration of creative design, technical design, customization, and mass production (1.4)	SLO#5: (write out SLO) Analyze impact of technology on product development, merchandising, markets and production, and multi channel distribution (1.5)
AMM 101 Introduction to Fashion Industry	I	I	I		I
AMM 210/A Apparel Design Analysis				I	I/P
AMM 230 Fashion Promotion					
AMM 250 Retail Buying		I	P		I/P
AMM 300 Dynamics of					

Cal Poly Pomona Program Learning Outcome Assessment Plans College of Agriculture

Fashion Industry					
AMM 310 Design and Merchandising Strategies		P	P		
AMM 314 Apparel Technical Design				I	
AMM 357 Apparel Import and Export	I			I	
AMM 381 Apparel Production	P	P	I	P	
AMM 492 Apparel Product Development Simulation		M	M	M	M
AMM 495		M	M		M

(Subsequent year alignment matrices will be inserted here.)

1.3. Assessment Tools/ Performance Criteria/ Targets for Program Objective #1 - as of May 2007

The Assessment Plan will include the following for items for each SLO:

a. identification of what kinds of assessment tools (i.e., exam questions, project rubrics, oral presentation rubrics, etc.) are going to be used to collect DATA measuring student performance of the outcome

b. identification of performance criteria (i.e. particular knowledge, or skill or demonstration of concepts, etc.)

c. identification of the target of expected performance (as an example to include such things as-----

1. Suggested level of achievement-----

- mastered = 90% performance
- intermediate = 80-89%
- novice = 70 – 79%
- unacceptable = less than 70%

Each program needs to identify a value that indicates an expected level of achievement for each individual

2. Target of achievement for the class could be----

- mean of the entire class will be _____

Or - a % target such as 75% of the class will achieve mastery of the SLO and less than 1% will earn unacceptable scores)

d. notes/justification (additional information that would give the reader a better understanding of how decisions for a, b and c were arrived at)

Complete the following information for each SLO for Program Objective #1:

1.3.1.a. SLO #1 – as of May 2007

1. Comprehend the historic development and influence on present and future trends of the global sewn products industry (1.1)

a. assessment tools

1. AMM 381 Instructor requires an in-class written assignment. Students write weekly chapter summary and respond to a scenario from information in each *Behind the Label* chapter (required textbook).

- a. Example: “If you started a manufacturing business today, how would you approach your retailers keeping in mind that the number of retailers is shrinking. Explain why.

b. performance criteria (of above)

1. Students are graded on analysis and understanding of chapter material and contributing to discussions, grammar and spelling.

c. target of expected performance (40% of total grade)

The class average of this project is at the intermediate range (80 percent or above)

A-F grading scale

Mastered = A=B+ 87-90%

Cal Poly Pomona Program Learning Outcome Assessment Plans College of Agriculture

Intermediate B = B- 86-80%

Novice = C=C 70-79%

Unacceptable = D and F below 60%

d. notes/justification

(1.3.1.b. SLO #1 – as of May 2008)

1.3.2.a. SLO #2 – as of May 2007

Comprehend interrelationship among suppliers, producers, retailers, and consumers
(1.2)

a. assessment tools

1. AMM 101 business plan project. The students create business plans for a new retailer and manufacturers. They must choose a target consumer and target retail channels to sell. They go on-line and look at factories to produce their line. Students outline which suppliers and producers they need to run their business and explain why

b. performance criteria

1. Student's justification and thoughtful analysis on,
2. Students must conduct market research and chose a target customer
3. Students must conduct research to source the components of their product line and determine which suppliers they will use
4. Students must research the retail line to determine where there product line must fit.

c. target of expected performance

The class average of this project is at the intermediate range (80 percent or above)

A-F grading scale

Mastered = A=B+ 87-90%

Intermediate B = B- 86-80%

Novice = C=C 70-79%

Unacceptable = D and F below 60%

d. notes/justification

(1.3.2.b. SLO #2 – as of May 2008)

1.3.3.a. SLO #3 – as of May 2007

Comprehend the relationship among fashion, basic, staple, and seasonal goods for different target markets (1.3)

a. assessment tools

1. Students create a storyboard and line sheet project for an apparel product line. The product line includes staple (core), carryover, basic (reorderable), and fashion-

forward items. Each style is detailed to include stock keeping unit (SKU), style name, size range, size scale, colors, and fabrications for each delivery date.

b. performance criteria

1. Products that student design relate to his or her company vision and mission statement
2. Students draw core, carryover, and fashion forward garment styles for their product line. They designate one or more as reorderable.
3. Students understand the difference among core, carryover, and fashion forward garments by drawing technical details using a graphic illustration program.
4. Students are complete and consistent in labeling for each garment style's stock keeping unit (SKU), style name, size range, size scale, colors, and fabrications for each delivery date.

c. target of expected performance

The class average of this project is at the intermediate range (80 percent or above)

A-F grading scale

Mastered = A=B+ 87-90%

Intermediate B = B- 86-80%

Novice = C=-C 70-79%

Unacceptable = D and F below 60%

d. notes/justification

(1.3.3.b. SLO #3 – as of May 2008)

1.3.4.a. SLO #4 – as of May 2007

Comprehend the integration of creative design, technical design, customization, and mass production (1.4) (AMM 314)

a. assessment tools

1. Field trip to Tukatech where they witness creative designs turned into technical patterns which are used for mass production. They see custom dress forms that are made from body scan data.

b. performance criteria

Exam on blackboard multiple choice questions and discussion board question

c. target of expected performance

1. Students are assessed on their knowledge gleaned from the field trip. The class average of this field trip quiz is at the intermediate range (80 percent or above)

d. notes/justification

(1.3.4.b. SLO #4 – as of May 2008)

1.3.5.a. SLO #5 – as of May 2007

Analyze impact of technology on product development, merchandising, markets and production, and multi channel distribution (1.5)

a. assessment tools

1. Presentation to the Bronco bookstore Merchandise Manager on salability of goods in campus bookstore.
2. Design review with retail students in which students create illustrations based on consumer survey preferences and retail students evaluate designs for potential salability. Line edited to select most preferred designs.
3. Production review with American Apparel on manufacturability on products.

b. performance criteria

1. Pass or fail

c. target of expected performance

1. One hundred percent of the students pass.

d. notes/justification

(1.3.5.b. SLO #5 – as of May 2008)

1.4. Results, Analysis, and Recommendations for Program Objective #1 – as of May 2007

Provide the measurable results (data), an analysis (interpretations) and recommendations for general curricular changes (continue data collection, change matrices, develop new course, etc.) related to each SLO for data collected during 2006-2007. (Specific changes to be recorded in Section 1.5)a

Analysis of capstone experience

1.4.1.a SLO #1 – as of May 2007

Comprehend the historic development and influence on present and future trends of the global sewn products industry (1.1)

(In-class write up and discussion)

a. results

Look at grade distribution for the Behind the label assignments

b. analysis

The analysis is taken from Blackboard statistics for each weekly assignment

c. recommendations

1.4.2.a SLO #2– as of May 2007

Comprehend interrelationship among suppliers, producers, retailers, and consumers (1.2)

a. results

Look at grade distribution for the business plan assignments

b. analysis

The analysis is taken from Blackboard statistics (average)

(1.4.2.b SLO #2– as of May 2008)

1.4.3.a SLO #3– as of May 2007

Comprehend the relationship among fashion, basic, staple, and seasonal goods for different target markets (1.3)

a. results

Look at grade distribution for the storyboard/line sheet project

b. analysis

The analysis is taken from Blackboard statistics (average)

(1.4.3.b SLO #3– as of May 2008)

1.4.4.a SLO #4– as of May 2007

Comprehend the integration of creative design, technical design, customization, and mass production (1.4) (AMM 314)

a. results

Look at grade distribution for the field trip quiz

b. analysis

The analysis is taken from Blackboard statistics (average)

c. recommendations

(1.4.4.b SLO #4– as of May 2008)

1.4.5.a SLO #5– as of May 2007

Analyze impact of technology on product development, merchandising, markets and production, and multi channel distribution (1.5)

a. results

1. Creation of the final AM2 product including technical package, production sample, overseeing production. Students create the technical package using graphic illustration program, computer-aided design, and industrial equipment. Some of the apparel products are manufactured on sample line and some in retail production teams (full production) based on whether product is fashion or staple.

2. Retail students customize blank apparel products and customize them for individual customers for special order projects.

b. analysis

1. Each student is responsible for one style. Students produce a deliverable. Students take inventory and give the inventory count to the retail students to sell in the bookstore and farm store.
2. Each group comes up with a customer (i.e., Ag Ed Club). They source the supplier based on the customer's request (e.g., T-shirt, hat). Students create a logo using a graphic illustration program. It is approved by the customer (i.e., student president). They work with a screen printer. They cost out the product and deliver the product to the customer.

c. recommendations

1. Production: Industry partners grade students on completeness and professionalism in providing the inputs needed for production.
2. Retail: Implement a customer feedback satisfaction survey. Give to customers to determine service, creative design satisfaction. Sales generated are a portion of this grade.

1.5. Curricular Changes for Program Objective #1 – as of May 2007

Describe the curricular changes you will be making in specific courses related to each SLO:

1.5.1.a SLO #1 – as of May 2007

The assignment meets AAFA criteria for specified student learning outcome. Department faculty need to analyze data from academic year 2006-2007. Depending on outcome, the assignment will remain the same or be revised so 80% of students meet the intermediate level

(1.5.1.b SLO #1 – as of May 2008)

1.5.2.a SLO #2 – as of May 2007

The project meets AAFA criteria for specified student learning outcome. Department faculty need to analyze data from academic year 2006-2007. Depending on outcome, the project will remain the same or be revised so 80% of students meet the intermediate level

(1.5.2.b SLO #2 – as of May 2008)

1.5.3.a SLO #3 – as of May 2007

The project meets AAFA criteria for specified student learning outcome. Department faculty need to analyze data from academic year 2006-2007. Depending on outcome, the project will remain the same or be revised so 80% of students meet the intermediate level

(1.5.3.b SLO #3 – as of May 2008)

1.5.4.a SLO #4 – as of May 2007

The field trip quiz meets AAFA criteria for specified student learning outcome. Department faculty need to analyze data from academic year 2006-2007. Depending on outcome, the field trip and/or the quiz will remain the same or be revised so 80% of students meet the intermediate level

(1.5.4.abSLO #4 – as of May 2008)

1.5.5.a SLO #5 – as of May 2007

Production students –Each student’s final grade is dependent on producing a deliverable project. Consistency among different instructors will be developed (e.g. AAFA criteria and grading rubrics), so that students gain full experience to produce an apparel product line.

Retail students – Faculty will work to hold student team accountable to produce a special order form start to finish (finding client through customer satisfaction survey).

(1.5.5.b SLO #5 – as of May 2008)

1.6 Other Forms of Assessment for Program Objective #1 – as of May 2007

Describe any other forms of assessment that you are using to validate any of your SLOs:

1.6.1.a. SLO #1 – as of May 2007

1. Discussions with current and potential apparel employers

(1.6.1.b SLO #1 – as of May 2008)

1.6.2.a SLO #2 – as of May 2007

1. Meetings with Advisory board to discuss curriculum
2. Passing the AAFA five-year program review

(1.6.2.b SLO #2 – as of May 2008)

1.6.3.a SLO #3 – as of May 2007

1. Meetings with Advisory board to discuss curriculum
2. Passing the AAFA five-year program review
3. Feedback survey from internship supervisor (from appropriate production internships)

(1.6.3.b SLO #3 – as of May 2008)

Cal Poly Pomona Program Learning Outcome Assessment Plans College of Agriculture

1.6.4.a SLO #4 – as of May 2007

1. Meetings with Advisory board to discuss curriculum
2. Passing the AAFA five-year program review

(1.6.4.b SLO #4 – as of May 2008)

1.6.5.a SLO #5 – as of May 2007

1. Presentation of AM2 product line and Apparelsapes to the AMM advisory board
2. Passing the AAFA five-year program review

(1.6.5.b SLO #5 – as of May 2008)

ⁱ Numbering in parentheses represent American Apparel and Footwear Association (AAFA) competency criteria