Central Washington University
Assessment of Student Learning
Program Report

Academic Year of Report: 2012-2013 College: CEPS
Department: Family & Consumer Sciences Program: Apparel, Textiles & Merchandising

(1) What student learning outcomes were assessed this year, and why?

For the 2012-2013 academic year we assessed three learning outcomes under the Aesthetics and Design Processes category. There are seven Apparel, Textiles and Merchandising learning outcomes and each outcome includes subcategories, we are systematically going through all outcomes for assessment rotation.

1. Apply knowledge about aesthetics & design process in relation to dress and appearance management
2. Understand aesthetics and design impact on quality of life, social responsibility, and sustainability
3. Understand influence of historical, socio-cultural, and psychological factors in aesthetic expression

(2) How were they assessed, (3) What was learned, (4) What will the department or program do as a result of that information?

Program student learning outcomes were assessed through program course work and entry and exit assessments.

Courses Assessment of Program Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Methods Used to Assess (#2)</th>
<th>Who/When Assessed (#2)</th>
<th>Results of Assessment (#2)</th>
<th>What was learned (#3) &amp; impact (#4)?</th>
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<tbody>
<tr>
<td>Apply knowledge about aesthetics &amp; design process in relation to dress and appearance management</td>
<td>Student chosen final project (n=15): students chose projects which suited their skills and personal self-image to complete for a final project.</td>
<td>FCSA 280 Basic Sewing Techniques Spring 2013, taught by adjunct (Criterion Average 80% or higher)</td>
<td>90th percentile 73% (11) 80th percentile 20% (5) 70th percentile 0% (0) 60th percentile 7% (1) 50th percentile 0% (0)</td>
<td>It is clear from the results of the assessment that the learning objective is being achieved. No changes planned.</td>
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<tr>
<td>Understand aesthetics and design impact on quality of life, social responsibility, and sustainability</td>
<td>Closet Assessment Assignment (n=28): lectured students and assigned reading about different types of apparel and students classified garments in their wardrobes.</td>
<td>FCSA 353 Sewn Product Analysis Winter 2012, taught by adjunct (Criterion Average 80% or higher)</td>
<td>90th percentile 18% (5) 80th percentile 61% (17) 70th percentile 21% (6) 60th percentile 0% (0) 50th percentile 0% (0)</td>
<td>21% of the students did not meet the criteria for success. In the future will move thoroughly over the materials, give more examples while lecturing, look at more actual examples in class and clarify the assignment.</td>
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<tr>
<td>Understand influence of historical, socio-cultural, and psychological factors in aesthetic expression</td>
<td>Student chosen final project (n=15): students chose projects which fit their lifestyle, stage in life and that are aesthetically pleasing assuring to take into consideration sustainability of the materials and design/sewing processes. Question and picture identification (n=29). After lecturing on the family, economics, global and political changes as well as environmental issues are addressed in this chapter students completed assignment that included questions pertaining to information included in lecture and identifying pictures from the time periods.</td>
<td>FCSA 280 Basic Sewing Techniques Spring 2013, taught by adjunct (Criterion Average 80% or higher)</td>
<td>90th percentile 73% (11) 80th percentile 20% (5) 70th percentile 0% (0) 60th percentile 7% (1) 50th percentile 0% (0)</td>
<td>It is clear from the results of the assessment that the learning objective is being achieved. No changes planned.</td>
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<td></td>
<td>Period Drawings (n=26): Students drew figures in historically accurate dress from each period of western dress we studied.</td>
<td>FCSA 452 History of Fashion Fall 2012, taught by adjunct (Criterion Average 80% or higher)</td>
<td>90th percentile 31% (8) 80th percentile 46% (12) 70th percentile 15% (4) 60th percentile 4% (1) 50th percentile 4% (1)</td>
<td>The results of the assessment are not as high as we would like them to be although 63% of the class was at 80% or above. Will give clearer guidelines to assignment and assure pictures are as clear as possible to assist students in identifying images.</td>
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</table>

Exams showed a positive retention of information from this exercise. In future, will supply bodies on which to draw the figures so students can focus on clothing instead of figure drawing.
Comparing the student major exit and entry self-assessment of program learning outcomes there was an increase in in all three learning outcomes. The results of the exit assessment are not as high as we would like to see, although the majority felt competent in all three areas. To improve this we are going to assure on each assignment the program learning outcomes that the assignment covers is at the top of each assignment. This will make it clearer for students to identify what outcome they are specifically covering for each assignment.
3. What was learned?
   See Table 1 Above

4. What will the department or program do as a result of that information?
   See Table 1 Above

5. What did the department or program do in response to last year’s assessment information?
   Increased team building exercises in courses, especially discussion based courses, were added to increase student’s participation in class group exercises, discussions, and presentations.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University: