Assessment Activity Report Due April 22, 2019
Submit a pdf version at https://sfsu.knack.com/ap#annual-assessment/

Assessment of Program Learning Goal(s) Annual Assessment Report

Department : FINA  College : CHHS

Degree Program: Apparel Design & Merchandising – both concentrations

Assessment Findings and Analysis Rubric – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their assessment findings.

Reports should analyze and summarize the results of the assessment: how well did students meet the program's learning objective(s)? How well did assessment capture that learning?

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings offer evidence that goals were met, partly met, or not met</td>
<td>Findings are mostly aligned with assessment goals and results</td>
<td>Findings unrelated to assessment results</td>
<td>No findings are given</td>
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<tr>
<td>Findings used to improve student learning and program quality</td>
<td>Findings directed at improving student learning and program outcomes</td>
<td>Findings do not indicate ongoing engagement with student learning</td>
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The assessment of program learning goals should be on a rotation, so that only one or two are evaluated in any given year, but all would be evaluated over approximately five to seven years. This cycle might be shorter or longer depending on the number of learning goals. Likewise, accredited programs may have a longer review cycle based on the accreditation cycle.

1. Please list your program learning goals.
   1. Students will understand and apply knowledge about the roles and functions of various industry sectors in which sewn products are developed, produced, marketed, sold, and consumed, including design, construction, sourcing, manufacturing, marketing, and merchandising processes. **Industry**
   2. Students will apply theories and research on appearance and behavior, across the lifespan and in diverse communities. **Human Behavior**
   3. Students will analyze aesthetic expression of dress in relation to historical, socio-cultural, and ecological factors and their relationship to quality of life. **Aesthetics**
   4. Students will identify, analyze and evaluate issues of social responsibility and ethical behavior with local and global apparel and textile industries as they relate to historical and current issues. **Historical, Local & Global Issues**
   5. Students will research, identify and interpret needs and wants of consumers and how industry processes are applied in order to plan, develop, produce, communicate and sell product. **Industry-Consumer**
   6. Students will use appropriate technology to facilitate critical, creative, quantitative and qualitative thinking in oral, written and visual formats to varied audiences. **Professional Skill**
   7. Students will demonstrate the ability to design, merchandise and communicate to and for diverse populations. **Creative Thinking**
2. Which program learning goal did you choose to assess this semester?
   - It was a more general review of these above PLO’s that were revised and reported for 2018 report. These were looked at with courses to ensure that they were being met in both upper and lower division courses.
   - For Apparel Design and Merchandising (ADM), students earned an emphasis in Design or Merchandising and now it will be a concentration in either one of these. Moving off of impaction, it is critical to know the concentration so we can plan the courses to match the student needs. All courses were relooked at and road maps updated, now students have sophomore courses in their sophomore roadmaps to enroll in.

3. How was the assessment completed? What evidence did the faculty consider (e.g. written papers, presentations, portfolios)? How were faculty involved in the process of assessment?
   - Course syllabi and instructor feedback were used for this general review and decisions were discussed and reviewed at faculty meetings and program meetings.

4. What did you find? Is the program learning goal being met?
   - We found that we needed to move some courses in the RoadMap to be taken in the sophomore year and that some courses did not require the pre requisites. These revisions were made.

5. What assessment activities do you plan to undertake next academic year?
   - Will you “close the loop” for this finding and work on steps to improve the student learning outcomes based on these findings (e.g. create signature assignments, change the required courses)?
   - Are there other assessment findings from the assessment of this program learn goal that you will report through another assessment findings report?
   - In light of your assessment work, changes in the field, or other influences, do you want to take the opportunity to revise the program learning goals next year (program learning goal report)?
   - Will you move on to assess a different program learning goal (assessment findings report)?

For 2019/2020 we plan to review and assess our current teaching methodologies, face to face, hybrid, online. We will review 2 current courses ADM 369 and ADM 561, both taught in a hybrid model to ensure that they are still meeting the program PLO needs. Further we will review teaching methodologies for all of our courses and develop a teaching methodology plan.