

**Apparel and Textiles**  
**Assessment of Student Learning Plan**  
Kansas State University

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**A. College, Department, and Date**

College: *College of Human Ecology*  
Department: *Apparel, Textiles, and Interior Design*  
Date: *November 17, 2010*

**B. Contact Person(s) for the Assessment Plans**

*Joy Kozar, Assistant Professor, Apparel and Textiles Undergraduate Program Coordinator*

**C. Degree Program**

*B.S. in Apparel and Textiles*

**D. Assessment of Student Learning Three-Year Plan**

**1. Student Learning Outcome(s)**

**a. List (or attach a list) all of the student learning outcomes for the program.**

The International Textile and Apparel Association recommends a set of core competencies for voluntary use by member institutions for curriculum planning and review. The competencies were recently reviewed for relevancy to support the missions of undergraduate textile and apparel programs (ITAA, 2008, [www.itaaonline.org](http://www.itaaonline.org)). Using the ITAA meta-goals as a foundation, faculty within the Apparel and Textiles undergraduate program at Kansas State University believe that students should demonstrate competency related to:

I. Content and Process Knowledge<sup>1</sup>, including:

- IA. Industry Processes (Knowledge)
- IB. Appearance and Human Behavior (Knowledge, Diversity)
- IC. Aesthetics and the Design Process (Knowledge)
- ID. Global Interdependence (Knowledge, Diversity, Critical Thinking)

II. Professional Attitudes and Skills, including:

- IIA. Ethics, Social Responsibility, and Sustainability (Academic and Professional Integrity, Critical Thinking): Identify and evaluate issues of social and environmental responsibility, professional behavior, and ethics related to the impact of individual, organization, and corporate decision making.
- IIB. Critical and Creative Thinking (Critical Thinking): Demonstrate critical and creative thinking skills, including the ability to critically evaluate and compare diverse perspectives.

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<sup>1</sup> Faculty within the Apparel and Textiles undergraduate program at Kansas State will begin the process of further explanation/description for each SLO pertaining to Content and Process Knowledge, timeline for measurement, methods of assessment, etc., in January 2011.

- IIC. Professional Development, Diversity, and Ownership of Learning (Diversity, Academic and Professional Integrity): Function as a team member and leader within the classroom environment, demonstrate the ability to critique oneself and others constructively, apply career planning concepts and job search strategies to the diverse industry opportunities.
- IID. Communication of Ideas in Written, Oral, and Visual Forms using appropriate technology (Communication).

**b. Identify outcomes that will be assessed in the first three years of the plan.**

SLO IIB. Critical and Creative Thinking: Demonstrate critical and creative thinking skills, including the ability to critically evaluate and compare diverse perspectives.

SLO IID. Communicate ideas in written, oral, and visual forms using appropriate technology.

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Undergraduate Programs)					Program SLO is conceptually different from university SLOs
	Knowledge	Critical Thinking	Communication	Diversity	Academic / Professional Integrity	
IIB. Critical and Creative Thinking: Demonstrate critical and creative thinking skills, including the ability to critically evaluate and compare diverse perspectives.		<b>X</b>				
IID. Communicate ideas in written, oral, and visual forms using appropriate technology.			<b>X</b>			

**2. How will the learning outcomes be assessed? What groups will be included in the assessment?**

SLO IIB. Critical and Creative Thinking: Demonstrate critical and creative thinking skills, including the ability to critically evaluate and compare diverse perspectives.

This SLO will be assessed in the Fall of 2010, 2011, and 2012, in AT 430 (History of Fashion) and AT 545 (Global Apparel and Textile Production and Distribution). Both of these courses are core courses within the Apparel and Textiles curriculum, meaning that as part of graduation requirements, all undergraduate students within the program must complete both courses with a letter grade of “C” or

higher. Within the AT 430 course, SLO IIB will be evaluated on one essay question included on the final exam. The benchmark for assessing this SLO is an average class score of 75% or higher on the question. Within the AT 545 course, SLO IIB will be evaluated on one question included within a written assignment. The benchmark for assessing this SLO is an average class score of 75% or higher on the question. Both measures are direct.

SLO IID. Communicate ideas in written, oral, and visual forms using appropriate technology.

This SLO will be assessed in the Spring of 2011, 2012, and 2013, in AT 575 (Principles of Forecasting) and AT 645 (Private Label Apparel Product Development). Both of these courses are core courses within the Apparel and Textile curriculum, meaning that, as noted above, as part of graduation requirements, all undergraduate students within the program must complete both courses with a letter grade of “C” or higher. In measuring SLO IID, both courses will utilize a rubric for evaluating final projects that include an oral, written, and visual component. The benchmark for both courses is a class average of 75% or higher. Both measures are direct.

**3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?**

SLO IIB will be assessed during the Fall of 2010, 2011, and 2012. Results will be discussed during AT faculty meetings in the Spring of 2011, 2012, and 2013.

SLO IID will be assessed during the Spring of 2011, 2012, and 2013. Results will be discussed during AT faculty meetings in the Fall of 2011, 2012, and 2013.

As a unit, the AT faculty meet monthly to review program issues and review student learning. During meetings, concerns regarding the student learning experience are addressed and improvements to make to the curriculum are identified based on the review of feedback received from direct and indirect measures.

**4. What is the unit’s process for using assessment results to improve student learning?**

The AT not only evaluate the effectiveness of the measures used to assess the SLOs, but whether and how outcomes can be enhanced through curriculum or other program changes to improve the student learning experience.

In addition to direct measures, program assessments will also be evaluated through several indirect measures as noted below:

- Data collected from students upon completion of the program (i.e., senior surveys)
- Data collected from students upon completion of their internships – All students in the AT undergraduate program are required to complete a four-credit internship course. Most students complete the internship requirement during the summer, between their Junior and Senior years or at the end of their program, during the summer after their Senior year.
- Data collected from internship supervisors – All supervisors overseeing students’ internships are asked to submit an assessment of the intern’s job performance, preparation from coursework, etc.
- Communication with alumni, including their perceived assessment regarding preparation for the industry, most relevant courses taken, ideas on how the program could be improved/enhanced to further the student learning experience, etc.