Annual Assessment Report 2022-2023

BS Apparel Merchandising & Management

Apparel Merchandising & Management

College of Agriculture

CONTACT
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DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES
How were the program's SLOs developed? (select all that apply)
- o   We do not have disciplinary accreditation but drew from our disciplinary/professional organizations, and developed our SLOs as a program/department.
- o   We developed them as a program/department using our own knowledge and expertise of the field.

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.
- Department Website - provide URL: https://www.cpp.edu/agri/apparel-merchandisingandmanagement/about/mission-and-values.shtm
- Published in alternative place. Please specify: ECO

ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023.** This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 3

How many SLOs did your program assess this past year in 2022-2023?

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

Please list the SLOs examined

- SLO #1: Students will illustrate the operational process of how the apparel industry meets market needs.
- SLO #2: Students will synthesize apparel industry knowledge to conduct research studies and propose solutions
- SLO #3: Students will demonstrate professional attitudes and skills required to effectively perform in the competitive apparel industry

Student Learning Outcome (SLO): Students will illustrate the operational process of how the apparel industry meets market needs.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning • Interpreted and made meaning of findings for direct evidence	• Assignment/exam/paper completed as part of regular coursework	• Used rubric or scoring guide
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) • Implemented closing the loop improvement strategies to improve SLO achievement		

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
A total of 8 artifacts were collected in Fall 2022 to assess SLO#4. AMM3810L was used for assessment.	Course-level rubrics were used to assess students' performance. Students' performances were evaluated on 3 levels (Below Expectation (Below 70%), Developing/Competent (70-89%), and Mastery (Above 90%)) by each criterion.	The data analysis shows the program goal was met for SLO4 ("Students will illustrate the operational process of how the apparel industry meets market needs"). The AMM program's assessment goal posits "70% of students to perform at a proficient or higher level." The result of the aggregated data showed that 77.78% of students demonstrated and mastery level	This was the closing the loop year. Compared to the Fall 19, SLO4 assessment results showed that AMM students' showed improvement in achieving SLO4. The overall mastery level was 23.04% (and 48.53% developing level) in the 2019 Fall, which improved to 77.78% (and 15.56% developing level) in the Fall 22. More importantly, the number of below expectation levels has dramatically decreased, from 28.43% to 6.67%. However, given that the assignment rubric changed since Fall 19, the outcome could potentially be affected by this change as well.

Student Learning Outcome (SLO): Students will synthesize apparel industry knowledge to conduct research studies and propose solutions

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning • Interpreted and made meaning of findings for direct evidence	• Assignment/exam/paper completed as part of regular coursework • Capstone product (e.g., project, senior thesis, etc.)	• Used rubric or scoring guide
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.) • Implemented closing the loop improvement strategies to improve SLO achievement		

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
A total of 22 artifacts were collected in Fall 2022 to assess SLO#5. Data collected from three sections of AMM4630/A were used for assessment.	Course-level rubrics were used to assess students' performance. Students' performances were evaluated on 4-level (Below Expectation (Below 70%), Developing (70-79%), Competent (80- 89%), and Mastery (Above 90%)) by each criterion.	The data analysis shows the program goal was met for SLO5 ("Students will synthesize apparel industry knowledge to conduct research studies and propose solutions"). The AMM program's assessment goal posits "70% of students to perform at a proficient or higher level." The result of the aggregated data showed that 90.91% of students demonstrated competence and mastery level.	The SLO5 assessment results showed that most AMM students in the Senior Research project (AMM4630/A) excelled in synthesizing apparel industry knowledge to conduct research studies and propose solutions. Many students received competency and mastery levels for all literature reviews (68.18%), method/analysis (100%). Important to note, comparing to the Fall 20 SLO5 assessment results students showed great improvement in the literature/citation aspect of the research (below expectation of 23.61% decreased to 4.55%). When discussing the results during the previous assessment cycle, many faculty shared ideas and resources related to how to improve the literacy/citation, which should have led to a big improvement observed in the current cycle data.

Student Learning Outcome (SLO): Students will demonstrate professional attitudes and skills required to effectively perform in the competitive apparel industry

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.) • Interpreted and made meaning of findings for indirect evidence	• Employer meetings/discussions/survey/interview of student SLO achievement	
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
A total of 27 artifacts were collected in Spring 2023 to assess SLO#6. AMM4420 was used for assessment. The artifact was the employer's evaluations of the student intern.	A survey including course-level rubrics was used to evaluate student's performances. A survey was sent out to the supervisor/employer outside the classroom (i.e., internship). Student's performances were evaluated on a 5 Likert scale (1=Requires Intervention, 5=Excellent), which were recorded on 4-level (Below Expectation (1&2), Developing (3), Competent (4), Mastery (5)) for further analysis.	The data analysis shows the program goal was met for SLO6 ("Students will demonstrate professional attitudes and skills required to effectively perform in the competitive apparel industry"). The AMM program's assessment goal posits "70% of students to perform at a proficient or higher level." The result of the aggregated data showed that 74% of students demonstrated a mastery level.	The SLO6 assessment results showed that the majority of AMM students in the Internship Class (AMM4420) excelled in demonstrating professional attitudes and skills required to effectively perform in the competitive apparel industry. The results showed students demonstrated 74% of students demonstrated a mastery level, and specifically, strong professional attitudes (e.g., motivation, punctuality) (90%) and professional skills (e.g., interpersonal skills, knowledge of products) (69%). Compared to the Spring 20 data, students' performance stayed strong. In Spring 20, the overall SLO6 performance score was 84.29%, with professional attitudes (95%) and professional skills (80%). While the scores were only slightly decreased, a slight jump was found for professional skills (from 80% to 69%), which could be attributed to the effect of COVID-19 pandemic. Given that the Spring 20 is when the sudden shift to remote work happened due to the COVID-19 pandemic, the results could have been inflated to support the students experiencing the challenge and may not have allowed the employers to closely observe students' performances related to the professional skills. It is also possible the students' learning may have been impacted during the pandemic, which affected the lower professional skills score (e.g., interpersonal skills, communication skills, etc.). Thus, moving forward, it is important to closely observe the trend in the upcoming assessment cycle to see if the results remain similar without the impact of the pandemic.

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2022-2023? Select all that apply.
- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Course-level changes (e.g., syllabus, content, pedagogy)
- Program curricular changes (e.g., course sequencing, changes to required curriculum, added or deleted courses)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2021-2022? Select all that apply.
- Program/department faculty as whole
- A committee of program/department faculty
- Program/department assessment committee

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2022-2023 so that others may learn from your experiences.
Some challenges continued during 2022-2023 due to the changes in the teaching mode. In Fall 22, all courses transitioned back to in-person teaching mode, and thus, the lecture notes, assignments, and rubrics had to all change accordingly. Additionally, SLO5 and SLO6 were assessed in the academic year 2020-2021 when all courses were scheduled in online teaching mode. This made the side-by-side comparison more challenging because the assignments and rubrics used in the year 2020-2021 were not the same as those used in the year 2022-2023. For example, in 2020-2021, students taking AMM4630/A did not have access to the research lab to conduct experiments and/or collect survey data. Thus, expectations and the assignments had to be adjusted accordingly. Similarly, students taking the AMM4420 internship class (SLO6) worked remotely, which could have made it difficult for employers to closely observe and evaluate students' skills. However, we also identified some new assessment discoveries this cycle. First, this was the closing-the-loop year, comparing the assessment outcomes with the previously analyzed data. Thus, we were able to directly compare the assessment results with during-pandemic and post-pandemic assessment data. We found that overall all SLO4, SLO5, and SLO6 stayed steady since the last assessment cycle. While some performance indicators displayed a slight decrease in grades, again, it is possible that the 2020-2021 grades could have been inflated due to the COVID-19 pandemic, and the results should be interpreted with caution.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, CPP's GI2025 markers, CSU Dashboard, CPP's Student Success Dashboard on Tableau, course evaluations, etc.
As the results of the strategic planning meetings and 5-year assessment cycle (assessing all the Program SLOs with the closing-the-loop reviews), the team recognized the need to revisit the PLO as well as the SLO. Thus, we have worked on revising the Program SLO, with consideration of the updated University ILOs, accreditation guidelines for the apparel discipline, and the results from the strategic planning. We plan to continue with our efforts in improving the program SLOs and will work on implementing the changes in the following academic year.

Does the program offer a certificate or credential (e.g., teaching credential)?
- No

The most current assessment plan and curriculum matrix we have on file for your program may be found <u>here</u>. To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan - Yes

Curriculum Matrix - Yes