Program ______ BA Apparel Market and Design

Department ______ Family and Consumer Sciences

Number of students enrolled in the program in Fall, 2011 __________

Faculty member completing template ______ Dong Shen ______ (Date: Jan 31, 2012 )

ASSESSMENT and PROGRAM LEARNING OUTCOMES REPORT 2012
Department of Family and Consumer Sciences: Bachelor of Art: Apparel Marketing and Design

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

The trajectory of the program learning outcomes for the BA Apparel Marketing and Design (APMD) in the FACS Department aligns with the progress of the whole department. Historically, outcomes for APMD were embedded in 46 department learning outcomes and assessment was based on grades achieved in key courses. In 2006-07, the growing institutional emphasis on adopting measurable outcomes and improving assessment, coupled with changes in FACS personnel, marked a critical turning point for the department. In consultation with the campus-wide and college-based assessment coordinators, the core FACS program learning outcomes were significantly altered to be more streamlined, effectively encompass each major concentration in FACS and align more closely with the institutional baccalaureate learning goals and mission. The process strengthened our department assessment approach as all FACS faculty are engaged in a collaborative cross-concentration process. In 2007, APMD faculty updated the concentration curriculum to increase the specificity of area learning outcomes. One core FACS program learning outcome is assessed annually and the APMD concentration also completes an area-specific assessment of competencies every 5 years (scheduled for the upcoming academic year).

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

Among the 6 current program learning outcomes for students graduating with a BA in the APMD concentration, 4 are listed below. The first outcome (a) is area-specific and critical for ensuring competent graduates from our program and therefore a high priority. The remaining 3 outcomes (b-d) are common to all concentrations in FACS and are listed without prioritization. Two other outcomes related to communication skills and ethical practice/key values as engaged citizens are not presented here due to report guidelines limiting discussion to 4 identified outcomes.

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES: PROGRAM LEARNING OUTCOMES
Students who graduate with a baccalaureate degree in FACS will demonstrate:

a) Competence in their chosen professional concentration including demonstrated knowledge of fundamental skills, values, resources, current trends, theories, and issues related to their field.

This outcome was designated as important for the BA APMD Concentration because graduates will be expected to demonstrate expertise and understanding of the rapidly changing world of fashion and the ability to use fashion-marketing/design-related skills in a variety of settings. Employment opportunities are available in public or private sector, industry, education, research, or entrepreneurial options. There is no accrediting body that oversees AMPD degree but employers will expect that core skills and knowledge will be demonstrated and that graduates will be able to work competently and successfully in the field.

b) Analytical thinking and effective problem solving ability.

Graduates of the APMD concentration will be faced routinely with the need to assess issues, gather relevant data, consider alternate points of view and develop and implement effective solutions. This ability will be critical on a micro-level such as providing one-one-one fashion consulting service for individuals and at the macro level such as developing strategic plans for businesses or making sourcing/buying decisions in the international market. This outcome was designated as critical to functioning effectively for the APMD graduates in any setting.

c) Cultural and global awareness/sensitivity including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures.

Graduates of APMD must complete our program with a deep understanding that apparel marketing and design is a complex field and that clothing/fashion impacts all people, locally, nationally and globally while at the same time remaining highly personal within individuals and cultures. The curriculum in APMD puts a specific emphasis on this issue in order to offer many opportunities for students to explore different perspectives and learn how to deal effectively and sensitively with fashion-related issues in diverse settings.

d) Awareness of the integration of the different concentrations in FACS and their importance to in the relationships between humans and their diverse environments as individuals and groups as a whole.

Graduates of APMD have the opportunity to interact with other concentrations including Family Studies and Food and Nutrition. This opportunity allows them to broaden their perspective beyond studying with their major alone. The faculty designated this outcome as important because it provides a unique opportunity for students in the APMD concentration to gain a greater understanding of the many factors affecting the well being of humans beyond apparel marketing and design alone and to increase their awareness of shared issues among the concentrations.

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.
The Program Learning Outcomes for the FACS BA in APMD are directly aligned with the University’s Baccalaureate Learning Goals as outlined in the following table. In addition to below, there are another two outcomes not presented here due to the report limit of only focusing on four outcomes. These are related to communication skills and ethical practice/key values as engaged citizens and thus align with the University’s Baccalaureate Learning Goals described under Intellectual and Practical Skills, and Personal and Social Responsibility.

<table>
<thead>
<tr>
<th>University’s Baccalaureate Learning Goals for 21st Century</th>
<th>4 Selected Program Learning Outcomes: FACS BA in APMD</th>
<th>Response and Discussion of Alignment Between FACS and University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competence in the Disciplines</strong>: The ability to demonstrate the competencies and values listed below in at least one major field of study and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</td>
<td></td>
<td>This outcome for the FACS BA in APMD places importance on competence in the field in accordance with the baccalaureate learning goals of the university.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Competence</strong> in their chosen professional concentration including demonstrated knowledge of fundamental skills, values, resources, current trends, theories, and issues related to their field.</td>
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<td></td>
<td>• Awareness of the integration of the different concentrations in FACS and their importance to in the relationships between humans and their diverse environments as individuals and groups as a whole.</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge of Human Cultures and the Physical and Natural World</strong> through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. Focused by engagement with big questions, contemporary and enduring.</td>
<td>• <strong>Cultural</strong> and global awareness/sensitivity including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures.</td>
<td>Students in the FACS BA in APMD concentration study cultural and global awareness through the study of textiles/apparel/fashion which is in line with the university goals.</td>
</tr>
<tr>
<td>Personal and Social Responsibility, Including:</td>
<td>The examination of cultures and global issues also includes understanding other disciplines outside of the major.</td>
<td></td>
</tr>
<tr>
<td>civic knowledge and engagement—local and global, intercultural knowledge and competence*, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.</td>
<td></td>
<td></td>
</tr>
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| Intellectual and Practical Skills, Including: | It is expected that graduates of the APMD concentration will have gained knowledge and skills to foster effective analysis and problem solving abilities related to issues relevant to the field. |
| inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance. |

|  | • Analytical thinking and effective problem solving ability. |

4. For each desired outcome indicated in item 2 above, please:
   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.
   b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.
   c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.
   d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

   a) Competence in their chosen professional concentration including demonstrated knowledge of fundamental skills, values, resources, current trends, theories, and issues related to their field.

   a) Competence for area-specific learning outcomes is evaluated using specified rubrics developed for each competency per the attached assessment plan in Appendix 1.
   b) The BA in APMD is not formally accredited but the assessment of competencies is completed in accordance with a 5-year assessment cycle of FACS department. Competencies are assessed on the basis of all student work from the identified courses for each of the 6 learning outcomes.
   c) Rubrics for all competencies were developed by faculty members individually and/or with group input for specified projects, assignments, papers, or activities that relate to the competency
being assessed. Individual faculty members teaching the courses in which the competency is assessed are responsible for using the rubrics to evaluate student work. Appendix 2a and 2b show two examples including the project handout and the rubric that was developed to assess student work (see Question 5a).

d) Individual faculty provides all student work from his or her identified class for each competency to all faculty in the APMD concentration for review. The results are compiled and discussed at a group meeting. A consensus approach is taken to address the implications of the findings and to develop necessary changes to the curriculum.

b) Analytical thinking and effective problem solving ability.

a) This outcome is evaluated using a rubric to score senior level assignment submitted by students enrolled in FACS 139, Textiles and Apparel in Global Economy. The assignment includes a thorough country analysis focusing on that country’s textiles and apparel industries/trading role in the global economy (Appendix 3).

b) A random sample of students enrolled in the APMD concentration, FACS 139 Textiles and Apparel in Global Economy, are selected for assessment every 5 years. The faculty member teaching the course provides a total of 14-18 assignments and all faculty members are involved in the assessment regardless of concentration.

c) An assessment rubric for this outcome was developed by adapting a publicly available rubric based on input and consensus from full-time faculty members in all concentrations of FACS.

d) An average of 2 assignments per faculty member is scored using the rubric, first on an individual basis followed by a group meeting to compile the results, review and discuss the findings, and plan for anticipated changes resulting from the assessment. Involving faculty from all 3 concentrations in FACS is aimed at reducing bias and strengthening the assessment process.

c) Cultural and global awareness/sensitivity including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures

a) This outcome is evaluated using a rubric to score an assignment submitted by students enrolled in FACS 137, Clothing, Society, and Culture. The assignment involves an in-depth cultural analysis; it includes a group paper and presentation (Appendix 4).

b) Every 5 years, a random sample of students enrolled in FACS 137 is selected for assessment. The faculty teaching the course provides 18-20 assignments and all faculty members, regardless of concentration, are invited to attend up to 6 student presentations.

c) An adapted version of the VALUE rubric for Intercultural Knowledge and Competence (Association of American Colleges and Universities) was developed to be used in assessing this outcome. The rubric included feedback from campus assessment coordinator as well as input from all faculty members in FACS.

d) A minimum of 2 assignments or student presentations per faculty member is scored using the rubric, first on an individual basis followed by a group meeting to compile the results, review and discuss the findings, and plan for anticipated changes resulting from the assessment. Involving faculty from all 3 concentrations in FACS is aimed at reducing bias and strengthening the assessment process.

d) Awareness of the integration of the different concentrations in FACS and their importance to in the relationships between humans and their diverse environments as individuals and groups as a whole.
a) A rubric to score a presentation-based assignment in FACS 160 is used to assess how effectively APMD students integrate the three major FACS concentrations to a given problem that crosses disciplines (Appendix 5).

b) Every 5 years per above, all students enrolled in FACS 160 are assessed. Faculty from all concentrations score the presentation that incorporates small groups of 3 with representation from each different disciplines.

c) The rubric was developed based on adapted information from The Association of American Colleges Fall 2008 VALUE Integrative Learning Metarubric (Draft for Public Release), and the Harvard School of Education (Targeted Assessment Rubric: An empirically grounded rubric for interdisciplinary writing) (http://www.pz.harvard.edu/interdisciplinary/pdf/Targeted%20Assessment%20Rubric.pdf) with input from the CSUS campus and college assessment coordinators.

d) Presentations were scored by faculty from all 3 concentrations on an individual basis followed by a group meeting to compile the results, review and discuss the findings, and plan for anticipated changes. The adaptations to the assignment included specifying that students must work in groups that included student representation from each FACS discipline. The range of FACS-related discussion topics/issues was expanded to foster greater opportunities for integration. Assigning grading points for successful completion of this integration component was also added.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

a) Competence in their chosen professional concentration including demonstrated knowledge of fundamental skills, values, resources, current trends, theories, and issues related to their field.

Per Appendix 1, one learning outcome for APMD students is “... have knowledge of the structure of the global textile/apparel complex, various merchandise buying skills and software, and important retail decision-making processes.” A project-based paper in FACS 135 is assessed for this learning outcome (Appendix 2a): 37% of students demonstrated high competence, and 49% demonstrated competence. A faculty group discussion led to a decision that performance might be improved if students take FACS 135 later which allows them to take other relevant courses (e.g. FACS 139) that better prepare them for FACS 135.

Another learning outcome for the APMD students is “... have knowledge of historic and contemporary styles and the societal, psychological, cultural, economic, and environmental factors that influence fashion.” A research project in FACS 130 is assessed for this outcome (Appendix 2b): 31% of students demonstrated high competence and 53% demonstrated competence. A faculty group discussion led to a decision that performance might be improved if students learn core research skills before taking FACS 130. APMD faculty jointed faculty from other concentrations to incorporate research component to FACS 160, which all FACS students are required to take in early stage. Both changes will be reassessed in AY 2012-13 to determine if the changes have been effective.
b) Analytical thinking and effective problem solving ability

The results of the direct assessment completed in AY 2007-08 demonstrated that 71% of students in the APMD concentration were highly competent at identifying a problem; 57% of them were highly competent at knowing how to use appropriate methods and resources in their analysis and approach to given problem; and 57% of them were highly competent at integrating ideas into a coherent argument or solution.

An area where APMD students needed improvement was in recognizing limitations in their solutions to a given problem and effectively considering alternate points of view. Furthermore, only 21% of students appeared to be highly competent in applying new insights, depth and creativity to a given problem.

The curriculum was adapted in several ways to improve student performance in the areas that were not meeting the desired outcomes. Examples include the inclusion of discussion on pros and cons of current issues in class (FACS 133, 139), and assignments to increase student perspective on alternate points of view (FACS 134, 136). This outcome will be reassessed in AY 2012-13 to determine if the changes have been effective.

c) Cultural and global awareness/sensitivity including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures

The results of the direct assessment conducted in AY 2010-11 demonstrated that the majority of APMD students did not meet the competent level of identifying their own cultural biases or did not demonstrate adequate recognition of cultural differences with others. Only 40% of APMD students demonstrated a partial understanding of complex factors important to another culture and most did not have an adequate understanding of contributing factors. However, it was also recognized that although there are several courses in the curriculum that address these areas, including FACS 137, FACS 139 and FACS 130, the only course in which this outcome is assessed is FACS 137. Although this is an upper division course, it is most often completed at the sophomore and early junior level because there are no prerequisite courses required. This assessment led to collaborative discussions among the faculty and the plan to add a self-evaluation component to guide students in gaining a greater understanding of their own potential biases and possible barriers to respecting and supporting other perspectives. The incorporation of role playing and scenarios/ethical dilemmas are potential strategies and are also being incorporated into FACS 137 and FACS 139.

d) Awareness of the integration of the different concentrations in FACS and their importance to in the relationships between humans and their diverse environments as individuals and groups as a whole

This outcome was assessed in AY 2008-09 and repeated in 2009-10 to assess the immediate impact of alterations to the FACS curriculum. The results of the earlier assessment showed that the majority of APMD students (64%) were not competent at presenting an integrated approach in the discussion of their topic. The majority (73%) made no reference to the benefit of combined perspectives, while only 28% acknowledged the potential advantage of incorporating different disciplines. Only 18% acknowledged the importance of connecting the disciplines.
These findings significantly improved in the repeat assessment after changes were made. Students were required to reflect on multidisciplinary approaches in core courses shared by all FACS concentrations including FACS 50 – The Family and Social Issues, FACS 160 (per above) and FACS 168 – Senior Seminar. A reflective written assignment in FACS 160 related to 3-5 selected themes completed by individual students in preparation for a group presentation was also adopted.

As reported in AY 2009-2010 after the modifications, there was improvement in all area: 80% students (vs. prior 64%) presented an integrated approach in the discussion and provided examples and theories beyond their own perspective, and 75% acknowledged the potential advantage of incorporating different disciplines to their topic.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.

In order to build a database, APMD faculty have been asking seniors to share their electronic contact information voluntarily before they graduate. Meanwhile, an alumni survey questionnaire is under review currently. Alumni will be surveyed electronically once the questionnaire is finalized, and alumni survey will be conducted electronically every three years to measure the long term effects of achieving the program’s learning outcomes.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

The APMD program pursues learning outcomes identified by International Textiles and Apparel Association (ITAA). ITAA is a professional, educational association composed of scholars, educators, and students in the textile, apparel, and merchandising disciplines in higher education. The mission of ITAA is to advance excellence in education, scholarship and innovation, and their global applications. ITAA supports the development of competent professionals in post-secondary textile and apparel programs. In 1995, the organization adopted a set of recommended core competencies for voluntary use by member institutions for curriculum planning and review. In 2006-07, ITAA membership and industry professionals reviewed the original competencies for relevancy and currency. ITAA Council then approved the revised four-year baccalaureate program meta-goals in March 2008 (http://www.itaaonline.org/displaycommon.cfm?an=1&subarticlebr=4). The current APMD learning outcomes aligns with ITAA four-year baccalaureate program meta-goals.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program’s desired learning outcomes and assessment of their accomplishment?
The APMD concentration had one full-time faculty till the fall of 2009. Since then, two full-time faculty have worked diligently to update learning outcomes and to implement a systematic process for assessing these learning outcomes. We could not have accomplished this without the cooperation and support of the entire FACS department. Working as a unit across disciplines is the key to our department’s strength. Each program gains perspective and depth of understanding of the human condition from our interactions with colleagues in the other disciplines. We are likely the most interdisciplinary of all the departments on campus and our students benefit greatly from this diversity within.

Although the current report was limited to discussing just four learning outcomes and did not allow us to expand on all of the core program and area-specific competencies, it is hoped that this representation of our work establishes that the FACS Department is fully on board with the process and will continue to grow and develop as a result.
### 1. Graduates will have knowledge of: textiles, garments and apparel production.

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Students</th>
<th>Assessment in:</th>
<th>Assessment Methods</th>
<th>Person Conducting Assessment &amp; Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Graduates will have knowledge of: fibers and fabric construction.</td>
<td>FACS 31</td>
<td>FACS 31 Swatch book project</td>
<td>APMD faculty assessed on 5 year cycle: 2006-07, 2011-12, 2016-17</td>
<td></td>
</tr>
<tr>
<td>1.2 Graduates will have knowledge of: garment construction and assembly processes</td>
<td>FACS 32/FACS 131</td>
<td>FACS 131 Final project OR FACS 32 Final garment project</td>
<td>APMD faculty assessed on 5 year cycle: 2006-07, 2011-12, 2016-17</td>
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</tbody>
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### 2. Graduates will have knowledge of: product design, historic and contemporary styles, and various factors that influence fashion.

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</tr>
</thead>
<tbody>
<tr>
<td>2.1 Graduates will have knowledge of: historic and contemporary styles and the societal, psychological, cultural, economic, and environmental factors that influence fashion</td>
<td>FACS 130/FACS 137</td>
<td>FACS 130 Research paper OR FACS 137 Cultural Project</td>
<td>APMD faculty assessed on 5 year cycle: 2006-07, 2011-12, 2016-17</td>
<td></td>
</tr>
<tr>
<td>2.2 Graduates will have knowledge of: the design process, drawing skills and the use of various artistic media</td>
<td>FACS 133</td>
<td>FACS 133 Final Project</td>
<td>APMD faculty assessed on 5 year cycle: 2006-07, 2011-12, 2016-17</td>
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### 3. Graduates will have knowledge of: the global textile/apparel complex, fashion marketing and merchandising.

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<tr>
<td>3.1 Graduates will have knowledge of: the planning, developing, and promoting of merchandise lines.</td>
<td>FACS 134</td>
<td>FACS 134 Final Project</td>
<td>APMD faculty assessed on 5 year cycle: 2006-07, 2011-12, 2016-17</td>
<td></td>
</tr>
<tr>
<td>3.2 Graduates will have knowledge of: the structure of the global textile/apparel complex, various merchandise buying skills and software, and important retail decision-making processes.</td>
<td>FACS 135/FACS 136/FACS 139</td>
<td>FACS 135 Final Project OR FACS 136 Final Exam OR FACS 139 Final Project</td>
<td>APMD faculty assessed on 5 year cycle: 2006-07, 2011-12, 2016-17</td>
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Appendix 1: Department of Family and Consumer Science
Apparel Marketing and Design Concentration Competencies and Assessment Plan

1. Graduates will have knowledge of: textiles, garments and apparel production.

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2. Graduates will have knowledge of: product design, historic and contemporary styles, and various factors that influence fashion.

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<td>2.1 Graduates will have knowledge of: historic and contemporary styles and the societal, psychological, cultural, economic, and environmental factors that influence fashion</td>
<td>FACS 130/FACS 137</td>
<td></td>
<td>FACS 130 Research paper OR FACS 137 Cultural Project</td>
<td>APMD faculty assessed on 5 year cycle: 2006-07, 2011-12, 2016-17</td>
</tr>
<tr>
<td>2.2 Graduates will have knowledge of: the design process, drawing skills and the use of various artistic media</td>
<td>FACS 133</td>
<td></td>
<td>FACS 133 Final Project</td>
<td>APMD faculty assessed on 5 year cycle: 2006-07, 2011-12, 2016-17</td>
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3. Graduates will have knowledge of: the global textile/apparel complex, fashion marketing and merchandising.

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<td>3.2 Graduates will have knowledge of: the structure of the global textile/apparel complex, various merchandise buying skills and software, and important retail decision-making processes.</td>
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Appendix 3: Research Project
International Trade and Production of Textiles and Apparel From Different Countries’ Perspectives
FACS 139

I. Project Objectives
A. To better understand the international trade of textiles and apparel from different countries’ perspectives;
B. To examine the production of textiles and apparel in different countries;
C. To investigate how American companies do imports/exports of textiles/apparel with other countries;
D. To explore why the U.S. need to import/export textiles and apparel from/to other countries.

II. Timetable
A. Library workshop is scheduled on 2/9 during the regular class time. So we will meet in Mendocino 2007 on that day.
B. Paper-Part 1 (55 points) will be due on 3/15.
C. Paper-Part 2 (55 points) will be due on 5/3.
D. Presentation (20 points) will be scheduled on 4/19, 4/24, and 4/26 (check out the sign-up sheet).
E. Each group can have up to 3 people.
F. Some questions of the final exam will come from your presentations.

III. Choose a country
Each group will select one country from the list we developed based on our Closet Research for the project (both Part 1 and Part 2). I added another four countries as underlined because even though none of you found them in your closet, those countries still play important roles in the international trade and production of textiles and apparel.

IV. Guideline – Part 1
A. Each group will research for the following information:
   1. Background of the country
      1) Population, geographic information, natural resources, labor resource, technology, economy, and culture
      2) Developed country? Developing country? NIC?
   2. Overview of the country’s textiles and apparel industries
      1) Historic review
         • The history of the country’s production of textiles and apparel
         • The role played by textiles and apparel industries in the national economy in the history
      2) The overview of the current situation
         • The current situation of the country’s production of textiles and apparel
         • The role played by textiles and apparel industries in the national economy currently.
   3. Textile/apparel imports and exports
      1) trade partners
      2) volume of imports and exports
      3) impact of textile/apparel imports and exports on the national economy
   4. The role played by the country in the global trade and production of textiles and apparel
1) A major textiles exporter? A major apparel exporter?
2) A major textile importer? A major apparel importer?
3) Why?

V. Requirements – Part 1 (just a paper)
A. Requirements of the paper
   1. The paper needs to focus on the country analysis based on the information you find instead of a simple country report.
   2. A 6 page paper excluding the references.
   3. The first section on the background of the country should not exceed 1 page.
   4. The paper needs to cite at least 3 articles from refereed journals.
   5. Use APA style for all your citations. Check out the information at http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/apa.html#apa for necessary information.

VI. Grading rubric – Part 1 (just a paper)
A. Grading sheet of the paper (total 55 points)
   1. Background of the country (5 points)
   2. Overview of the country’s textiles and apparel industries (15 points)
   3. Textiles/apparel imports and exports (15 points)
   4. The role played by the country in the global trade and production of textiles and apparel (5 points)
   5. Format: no spelling and grammar error, double space, 1-inch margin, 12 font, Times New Roman, page number, subheading. (7)
   6. Citation, APA citation. (8)

VII. Guideline – Part 2
A. Each group will still choose the same country as you did for Part 1 of the project.
B. You will search for the following information:
   1. Historical review
      1) History of the imports and exports of textiles/apparel between the U.S. and your chosen country.
      2) How to explain the history of the imports and exports between the U.S. and your chosen country.
   2. By using Absolute Advantage Theory and Comparative Advantage Theory, analyze and determine what is the best alternative for American textile/apparel companies to do business with your chosen country. Import/export textiles? Import/export apparel? Why?
   3. How American textile/apparel companies do imports and exports of textiles/apparel with your chosen country currently?
      1) The current regulations and rules of how to do textiles/apparel imports and exports between the U.S. companies and your chosen country.
      2) The basic procedure and channels to do imports and exports of textiles/apparel for the U.S. companies with your chosen country currently.
      3) What are the useful resources of how to do imports and exports of textiles/apparel for the U.S. companies with your chosen country currently?
      4) The positive impact on the U.S. textile/apparel industries, the U.S. economy, the U.S. retail business, and the U.S. consumers by doing imports and exports of textiles/apparel with your chosen country currently.
      5) The negative impact on the U.S. textile/apparel industries, the U.S. economy, the U.S. retail business, and the U.S. consumers by doing imports and exports of textiles/apparel with your chosen country currently.
   4. The overall evaluation of the benefits and losses from the U.S. perspective by doing imports and exports of textiles/apparel with your chosen country currently.
VIII. Requirements – a paper ONLY for Part 2 and a presentation for BOTH Part 1 and Part 2.
A. Requirements of the paper
1. The paper needs to focus on the analysis instead of a simple country report.
2. A 6-page paper excluding the references.
3. The paper needs to cite at least 3 articles from refereed journals.
4. Use APA style for all your citations. Check out the information at http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/apa.html#apa for necessary information.

B. Requirements of the presentation
1. The presentation needs to cover both Part 1 and Part 2.
2. Each presentation has about 12-15 minutes. Practice in advance is needed to check your time.
3. A Power Point presentation is required. If you do not know how to do a Power Point presentation, you need to talk to the instructor as early as possible.
4. Music background during the presentation (pick some music from your country) and a short video clip to introduce the country at the beginning of your presentation.
5. Your last slide needs to include a question (multiple choice or true-false) you make based on your presentation.

IX. Grading rubric – a paper ONLY for Part 2 and a presentation for BOTH Part 1 and Part 2.
Grading sheet of the paper (total 55 points)
1. Historical review (5 points)
2. Best alternative (5 points)
3. How should American textile/apparel companies do imports and exports of textiles/apparel with your chosen country currently? (30 points)
   • The current regulations and rules. (6 points)
   • The basic procedure and channels. (6 points)
   • The useful resources. (6 points)
   • The positive impact. (6 points)
   • The negative impact. (6 points)
4. The overall evaluation of the benefits and losses from the U.S. perspective by doing imports and exports of textiles/apparel with your chosen country currently (5 points)
5. Format: no spelling and grammar error, double space, 1-inch margin, 12 font, Times New Roman, page number, and subheading. (4)
6. Citation, APA citation. (6)

Grading sheet of the presentation (total 20 points) – cover BOTH Part 1 and Part 2
1. Background of the country (2 points)
2. Overview of the country’s textiles and apparel industries (3 points)
3. Textiles/apparel imports and exports (2 points)
4. The role played by the country in the global trade and production of textiles and apparel (2 points)
5. Historical review (2 points)
6. Best alternative (2 points)
7. How American textile/apparel companies do imports and exports of textiles/apparel with your chosen country currently? (4 points)
8. The overall evaluation of the benefits and losses from the U.S. perspective by doing imports and exports of textiles/apparel with your chosen country currently (1 point)
9. Power Point, professional, creative, clear, music, video clips (2 points)
10. Your last slide needs to include a question (multiple choice or true-false) you make based on your presentation.

Group evaluation (%)
SUMMARY OF RATING GUIDE FOR **CRITICAL THINKING**

**DATE:** _____ **RATER:** _____ **COURSE:** _____ **CONCENTRATION:** Apparel

*Code: NA = Not Applicable (i.e. not in the assignment); NP = Not Present in the Observation*

**Analytical thinking and effective problem solving ability.**

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>HIGHLY COMPETENT = 3</th>
<th>MOSTLY COMPETENT = 2</th>
<th>NEEDS IMPROVEMENT = 1</th>
<th>NOT COMPETENT = 0</th>
<th>CODE OR NA/NP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Problem/Issue</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Identification</td>
<td>Clearly identified, explicit</td>
<td>10</td>
<td>Identified implicitly or incompletely described</td>
<td>3</td>
<td>Problem/issue present, but a little ambiguous</td>
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<td><strong>2. Analysis and Approach to the Problem/Issue</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Method(s)</td>
<td>Selected &amp; used appropriately</td>
<td>9</td>
<td>Some inappropriate choice/use of method(s)</td>
<td>3</td>
<td>Choice/use of method(s) needs improvement</td>
</tr>
<tr>
<td>Alternate points of view</td>
<td>Thoroughly considered multiple alternate points of view</td>
<td>9</td>
<td>Thoroughly considered attention to one alternate view</td>
<td>3</td>
<td>Some attention to at least one alternate view</td>
</tr>
<tr>
<td><strong>3. Credibility of Resources/Source Material</strong></td>
<td></td>
<td></td>
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<tr>
<td>Resources/ source materials</td>
<td>Appropriate &amp; relevant( number content, credible)</td>
<td>8</td>
<td>Most resources/sources relevant, appropriate, credible</td>
<td>4</td>
<td>Some resources/source materials are relevant, appropriate, credible</td>
</tr>
<tr>
<td><strong>4. Conclusion/Problem Solution</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limitations</td>
<td>Thoroughly considered</td>
<td></td>
<td>Given some attention</td>
<td></td>
<td>Limitations mentioned briefly</td>
</tr>
<tr>
<td>Integration</td>
<td>Ideas well integrated into a coherent argument, solution, presentation, etc.</td>
<td>8</td>
<td>Ideas integrated into a somewhat coherent piece</td>
<td>3</td>
<td>Some connections to a few ideas are made</td>
</tr>
<tr>
<td>Conclusions/ solution(s)</td>
<td>Conclusions/ solutions based on evidence/ sound methods</td>
<td>9</td>
<td>Most conclusions/ solutions based on evidence</td>
<td>3</td>
<td>Some unwarranted conclusions drawn, or some solutions errors</td>
</tr>
<tr>
<td><strong>5. Creativity</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Creativity</td>
<td>Fresh ideas reflecting in-depth student engagement with the topic</td>
<td></td>
<td>Some new insights, reflects some in depth consideration of topic</td>
<td></td>
<td>Very few new insights; primarily based on collection &amp; repetition of other people’s ideas, products, images</td>
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<tr>
<td><strong>6. Adaptation to Target Audience</strong></td>
<td></td>
<td></td>
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<tr>
<td>Communication</td>
<td>Highly evident</td>
<td></td>
<td>Evident most of the time, a few lapses</td>
<td></td>
<td>Few small considerations of communication and/or adaptation</td>
</tr>
</tbody>
</table>
Appendix 2a: Mock Buying Trip - FACS 135

I. Objectives
1. To better understand the concepts, methods, and procedures related to merchandise buying;
2. To improve the analytical skills and buying skills in a buying-trip setting.

II. Guideline

1. Redefine Customer
   1) Research the demographic and statistical information provided in Chapter 1 (Perry’s). Also, study the CD came with the Perry’s book.
   2) Research trade publications in your industry or any other periodicals that might help you define your consumers.
   3) Combine the above two parts of research, choose your target customers. Note: your choice of target customer needs to fit into the Perry’s Department profile (across all their stores) - The Fact Sheet on the following page might be helpful.
   4) Fill out Figure 2.5.
   5) Define your title (for example, buyer of the junior department – girls or boys, buyer of the women’s career department, buyer of the women’s casual department, buyer of the men’s sportswear department, buyer of the men’s tailored clothing department, etc.) Your responsibility includes not only buying for the downtown flagship, but buying for all the other four stores.
   6) Explain why your customer profiles are appropriate and reasonable (Report 1).

2. Plan market purchases
   1) Research trends which will help you choose the correct styles, colors, fabrics, etc. for your target customer (Report 2). Use subheadings for color, style, fabrics, and others.
   2) Fill out Figure 7.2 (travel itinerary – I will give you an adjusted one on the mock buying trip day).
   3) Each of you will have a budget of $100,000. Use your money wisely and your decision on the order form should be reasonable. Fill out Figure 7.3 (Perry’s purchase order form). Note: you might need multiple order forms to deal with different vendors.
   4) Explain why your orders are appropriate and reasonable, and explain how you plan to break down your orders to the five stores (Report 3).

3. Requirements
   1) Report 1: 2-3 pages (excluding the tables), plus Figure 2.5.
   3) Report 3: 1-2 pages (excluding the tables), plus Figure 7.2 (the adjusted one I will give to you on the mock buying trip day) and multiple Figure 7.3 (at least one for each vendor).
   4) All the reports should follow the following format: double space, 1-inch margin, 12 font, Times New Roman, page number, no misspelling and grammar error, and APA citation.
   5) All the tables need to be typed.

III. Timetable
   1) Report 1 is due on 9/29.
   2) Report 2 is due on 10/18.
   3) Mock buying trip is scheduled on 11/29.
4) Report 3 is due on 12/6.

IV. Grading (total 80 points)
   Report 1 (27 points), Report 2 (28 points), Report 3 (25 points).

Report 1 - Redefine Customer (27 points)
   1) Define your title (2 points)
   2) Fill out Figure 02.05. (6 points) All the tables need to be typed
   3) Explain why your customer profiles are appropriate and reasonable (14 points)
   4) 2-3 pages (excluding the tables), double space, 1-inch margin, 12 font, Times New Roman, page number, no misspelling and grammar error, and APA citation. (5 points)

Report 2 – Product Report (28 points)
   1) According to your product research, what will be the trends next year in terms of styles, colors, fabrics, and so on? (12 points)
   2) Among all the trends, what will work for your target customers? Why? (11 points)
   2) 2-3 pages. double space, 1-inch margin, 12 font, Times New Roman, page number, no misspelling and grammar error, and APA citation. (5 points)

Report 3 – Final Purchasing Report (25 points)
   1) Fill out Figure 07.02 (2 points)
   2) Fill out Figure 07.03 (5 points) All the tables need to be typed
   3) Explain why your orders are appropriate and reasonable, and explain how you plan to break down your orders to the five stores (13 points)
   4) 1-2 pages (excluding the tables), double space, 1-inch margin, 12 font, Times New Roman, page number, no misspelling and grammar error, and APA citation. (5 points)

V. Mock Buying Trip Check List
   1. Multiple copies of Figure 7.3 (from the Perry’s book) – one copy for one vendor
   2. The Schedule Table (from the handout)
   3. A calculator
   4. How much $ you plan to spend on your buying trip day?
   5. The colors/styles/fabrics you need to pick and buy today for A stores, B stores, and C stores?
   6. How much to buy for A stores, B stores, and C stores?
### Points | Source of Information | Concept/Thesis | Support/Development | Language
---|---|---|---|---
**Out of 80** (Referencing, Citations Style, Format) | (Appropriate, Clear, professional) | (In depth analysis/critical analysis, substantial quality of evidence, reasoning, problem solving) | (Grammar, Syntax, Spelling, Command of Standard English) |
**Excellent (A paper)**
- Format is strongly adhered to proper margins, font & page length
- Uses APA correctly
- Includes reference page and properly cites information throughout paper using relevant sources
- Chooses scientific peer reviewed research studies
- Established a clearly focused proposition
- Addresses the assignment thoughtfully and analytically
- Displays awareness of and purpose in communicating to an audience
- Provide clear analyses, compelling support and appropriate solutions
- Clearly develops and supports own conclusion/opinion based on solid research evidence
- Consistently uses well chosen examples from scientific peer reviewed research studies to support position and properly cite them
- Persuasive reasoning used consistently to develop and support or analyze topics
- Effective command of written English
- Displays superior, consistent control of syntax, sentence variety, word choice and conventions of Standard English
- Properly cites information sources throughout paper

**Strong (B paper)**
- Format is adhered to
- Follows APA
- Gives credit for information properly
- Chooses appropriate references (scientific peer reviewed studies)
- Establishes a clear proposition
- Effective communication of purpose to audience
- Addresses the assignment appropriately and clearly
- Well chosen examples, including peer reviewed scientific research studies
- Persuasive reasoning used to develop and support or analyze topics
- Uses quotations and citations effectively to support conclusions and opinions
- Effective command of written English
- Uses sophisticated sentences effectively most of the time
- Chooses words aptly
- Rare grammatical errors that do not interfere with overall effectiveness or understanding

**Satisfactory (C paper)**
- Format is somewhat adhered to
- Irregular use of APA style
- Demonstrates adequate organization
- Establishes a controlling purpose
- Somewhat effective communication to audience
- Provides support for some analyses or scientific research
- Cites sources and adequately integrates them into text
- Partially develops the argument
- Inconsistent development, support or analysis
- Does not always relate information back to conclusion
- Satisfactory or adequate control of writing
- Occasional slippage does not slow or impede reader
- Some grammatical errors that rarely interfere with effective communication

**Unsatisfactory (D or F paper)**
- Format not adhered to
- Fails to give credit for information
- Fails to cite sources and/or integrated them inappropriately
- Does not following APA style
- Inappropriate references (Not scientific peer reviewed studies)
- Strays from the controlling idea or the idea is unclear
- Lack of clear focus or position on the topic
- Use of another author’s idea or concept without proper citation/credit will result in no credit
- Does not develop the argument
- Inadequate support or analysis
- Wanders from one topic to another
- Information is not properly cited and/or in student’s own words, such that plagiarism is evident results in lack of credit for support provided
- Support is not using peer reviewed scientific research studies
- Persistent problems in grammar and mechanics that impede understanding and slow the reader
- Serious and frequent errors in grammar, word choice, or usage hinder communication
- Copying another’s work or using another’s work/words without proper referencing is plagiarism and will result in no credit for language
<Project Description>
This project is intended as an analysis of primary resources on fashion reporting (e.g., fashion magazines) to study the history of fashion. Students will examine dominant dress fashion and some specific changes in the fashion and analyze its meaning through examining evidence of the zeitgeist of the decade as revealed in visual and textual material in the magazines.

<Project Guideline>
Stage One, the Plan
1. Make a group of 4 members and sign up for a decade of the 20th century.

2. Select a popular fashion magazine that:
   a. You are interested in looking at in depth
   b. Published continuously during this decade

3. Check if a library has a complete, or near complete, set of issues of your selected magazine in the decade you signed up for. Be aware that the school library may hold only microfilm copies in some decades of some magazines. Also check if you can scan or photocopy images from the volumes on the premises.

4. Look through magazine issues of the decade you singed up for and identify dominant fashion and/or major changes in fashion form that occurred during the decade, for example:
   a. Fashionable overall silhouette (e.g., straight silhouette) and/or major changes in the overall silhouette of dress
   b. Fashionable skirt and/or major changes in skirt
   c. Fashionable fabric materials or surface design and/or major changes in fabric and surface design

5. Develop a specific research question (e.g., what type of dress fashion was dominant and what types of changes occurred in the skirt fashion during the 1960s?) and hypothesize a set of categories to observe, for example:
   a. Dress silhouette: straight/A-line/bell
   b. Dress length: floor/ankle/calf/knee/above knee
   c. Dress color: pastel/black and white/bright, vivid
   *You will examine the dominant fashion and/or changes in fashion to answer your research question.

6. Establish a plan for taking a random sample of fashion images from the magazines during the decade you are studying. You can’t look at every single page for this class project because it will take too long. You need a plan of which years, months/issues, and pages you will look at. Include reasoning of your random sampling and look at at least 10 issues.

7. Create a chart for counting your categories. Include a row for images that don’t fit into your hypothesized categories, in case you find that your categories are inadequate. You may need to add and/or modify your categories later.
Stage Two, Examining the Dominant Fashion and/or Changes in Fashion
1. Look at your planned random sample pages and count the images in each category, making notation in your chart. Also keep a list of images that really characterize the fashions of the chosen decade and/or images that exemplify important fashion change. At the end, add up the number of occurrences in each category and scan or take pictures of the images you selected.

2. Write an analysis of the dominant fashion and/or changes in the fashion, based on your counts. This is the answers for your research question.

Stage Three, Analyzing the Meaning of the Dominant Fashion and/or Changes in Fashion
1. Page through the magazines and look at the advertisements and articles (e.g., stories, fashion news, political and social news) for searching evidence of what this dominant fashion and/or changes in fashion meant to the society at the time that it occurred. Analyze what social meaning, zeitgeist (spirit of the time), or world-views are expressed in the dominant fashion and/or changes in fashion. Scan or take pictures of the evidence (e.g., advertising images, quotes from articles and advertisement phrases, etc) that reveal this meaning.

2. If you noticed major changes in fashion, go back into the issues at the point when the fashion change seemed to occur—it might change the fastest over a specific single year. Page through the issues of that year and look at the advertisements and articles (e.g., stories, fashion news, political and social news) for evidence of what this fashion form change meant to the society at the time that it occurred.

3. Write an analysis of the meaning of the dominant fashion and/or changes in the fashion, based on the visual and textual evidence you found in the magazine.

<Project Submission>
1. Paper
   a. Write a paper addressing all the details of the three stages described above.
   b. Double spaced, 5-6 pages; 1 inch margins; 12 point; Include page number
   c. Include the chart. Do not count the chart as one page.
   d. Do not include images.
   e. Submit the paper (both hard copies & a word file) on your sign-up date.

2. PowerPoint Presentation
   a. Perform a 13-15min PowerPoint presentation that includes all the details of the three stages described above on your sign-up date.
   b. Download your PowerPoint file on the school computer before the class begins. Test your file in advance. *Technical problem will NOT be an exception for late submission.
   c. Submit both hard copies (color copy preferred; 4-6 slides per page) & the PowerPoint file on your sign-up date.

3. Submit a completed peer evaluation (individual submission) and self graded rubric (group submission).
### Fashion Decade Timeline Study Grading Rubric: Presentation Part (Total 50pts)

**2.1 Graduates will have knowledge of: historic and contemporary styles and the societal, psychological, cultural, economic, and environmental**

<table>
<thead>
<tr>
<th>The Plan</th>
<th>Capstone</th>
<th>Milestone</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Plan</strong></td>
<td>5 - Research question, method of random sampling of data, and categories of fashion form to observe are critically selected through well-thought out plan and are stated clearly and comprehensively.</td>
<td>4 - Research question, method of random sampling of data, and categories of fashion form to observe are well selected through careful plan and are stated clearly so that understanding is not seriously impeded by omissions.</td>
<td>2 - Research question, method of random sampling of data, and categories of fashion form to observe are simply selected without logical plan and are stated poorly.</td>
</tr>
<tr>
<td><strong>Examining the Dominant Fashion and/or Changes in Fashion</strong></td>
<td>20 - Chart of counting images in each category is logically constructed. Examination of the dominant fashion and/or changes in the fashion is critically made through fully comprehensive understanding of the chart. Also, selected images clearly exemplify the dominant fashion and/or changes in fashion.</td>
<td>15 - Chart of counting images in each category is logically constructed. Examination of the dominant fashion and/or changes in the fashion is made through satisfactory level of understanding of the chart. Also, selected images clearly exemplify the dominant fashion and/or changes in fashion.</td>
<td>5 - Chart of counting images in each category is poorly constructed without any logic. Examination of the dominant fashion and/or changes in the fashion is made with little understanding of the chart. Also, selected images do not accurately represent the dominant fashion and/or changes in fashion.</td>
</tr>
<tr>
<td><strong>Analyzing the Meaning of the Dominant Fashion and/or Changes in Fashion</strong></td>
<td>20 - Social meaning, Zeitgeist (spirit of the time), or world-view expressed in the dominant fashion and/or changes in fashion is critically analyzed through successfully identifying and comprehensively interpreting visual and textual evidence that reveal this meaning</td>
<td>15 - Social meaning, Zeitgeist (spirit of the time), or world-view expressed in the dominant fashion and/or changes in fashion is analyzed through identifying and analyzing visual and textual evidence that reveal this meaning at a satisfactory level but leaves room for more comprehensive interpretation of the identified evidence.</td>
<td>5 - Social meaning, Zeitgeist (spirit of the time), or world-view expressed in the dominant fashion and/or changes in fashion is simply guessed without any evaluation of visual and textual evidence that reveal this meaning.</td>
</tr>
<tr>
<td><strong>Presentation Skill and On-time submission</strong></td>
<td>5 - PowerPoint organization and oral presentation skill are very effective in communicating the finished project. Presentation is delivered on time.</td>
<td>4 - PowerPoint organization and oral presentation skill are effective in communicating the finished project. Presentation is delivered on time.</td>
<td>2 - PowerPoint organization and oral presentation skill are very ineffective in communicating the finished project. Presentation is delivered late.</td>
</tr>
<tr>
<td></td>
<td>Capstone</td>
<td>Milestone</td>
<td>Benchmark</td>
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<tr>
<td>The Plan</td>
<td>5 - Research question, method of random sampling of data, and categories of fashion form to observe are critically selected through well-thought out plan and are stated clearly and comprehensively.</td>
<td>4 - Research question, method of random sampling of data, and categories of fashion form to observe are well selected through careful plan and are stated clearly so that understanding is not seriously impeded by omissions.</td>
<td>2 - Research question, method of random sampling of data, and categories of fashion form to observe are simply selected without logical plan and are stated poorly.</td>
</tr>
<tr>
<td>Examining the Dominant Fashion and/or Changes in Fashion</td>
<td>10 - Chart of counting images in each category is logically constructed. Examination of the dominant fashion and/or changes in the fashion is critically made through fully comprehensive understanding of the chart. Also, selected images clearly exemplify the dominant fashion and/or changes in fashion.</td>
<td>7.5 - Chart of counting images in each category is logically constructed. Examination of the dominant fashion and/or changes in the fashion is made through satisfactory level of understanding of the chart. Also, selected images clearly exemplify the dominant fashion and/or changes in fashion.</td>
<td>2.5 - Chart of counting images in each category is poorly constructed without any logic. Examination of the dominant fashion and/or changes in the fashion is made with little understanding of the chart. Also, selected images do not accurately represent the dominant fashion and/or changes in fashion.</td>
</tr>
<tr>
<td>Analyzing the Meaning of the Dominant Fashion and/or Changes in Fashion</td>
<td>10 - Social meaning, Zeitgeist (spirit of the time), or world-view expressed in the dominant fashion and/or changes in fashion is critically analyzed through successfully identifying and comprehensively interpreting visual and textual evidence that reveal this meaning</td>
<td>7.5 - Social meaning, Zeitgeist (spirit of the time), or world-view expressed in the dominant fashion and/or changes in fashion is analyzed through identifying and analyzing visual and textual evidence that reveal this meaning at a satisfactory level but leaves room for more comprehensive interpretation of the identified evidence.</td>
<td>2.5 - Social meaning, Zeitgeist (spirit of the time), or world-view expressed in the dominant fashion and/or changes in fashion is simply guessed without any evaluation of visual and textual evidence that reveal this meaning.</td>
</tr>
<tr>
<td>Paper organization, language, and mechanics</td>
<td>5 - Paper organization (e.g., structure, flow, paragraphs, subheadings), language (e.g., command of standard English, grammar, spelling), and mechanics (e.g., double spaced, 1 inch margins, 12 font, page number) are free of errors and represent the highest level of academic writing skill. Paper is submitted on time.</td>
<td>4 - Paper organization (e.g., structure, flow, paragraphs, subheadings), language (e.g., command of standard English, grammar, spelling), and mechanics (e.g., double spaced, 1 inch margins, 12 font, page number) are free of errors and represent a high level of academic writing skill. Paper is submitted on time.</td>
<td>2 - Paper organization (e.g., structure, flow, paragraphs, subheadings), language (e.g., command of standard English, grammar, spelling), and mechanics (e.g., double spaced, 1 inch margins, 12 font, page number) contain some errors and represent a somewhat satisfactory level of academic writing skill. Paper is submitted on time.</td>
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Appendix 4:
Research Project: An Analysis of Clothing and Appearance from a Cultural Perspective
Group Project
FACS 137

I. Objectives
A. To analyze a particular culture by applying the relevant concepts, terms, and theories in social psychology of clothing;
B. To better understand the relevant concepts, terms, and theories in social psychology of clothing from a broad cultural perspective.

II. Guidelines
A. Timetable
1. The paper (100 points) will be due on 11/8;
2. Check out the sign-up sheet for presentation (20 points).
B. Each group can have up to 3 people.
C. Procedure
1. Choose a culture. The culture could come from an ethnic group, from a country, from a social class, and so on, a culture most of us are not familiar with. You need to get an approval from the instructor regarding the culture you choose.
2. Research
a. History of the culture.
b. The background of the culture, such as geographic information, custom, religion, economic impact, or festivals, if they apply to your culture.
c. Analyze gender, age, physical attractiveness, and social class in your culture.
   1) Gender – symbols/signs of being males vs. female, a typical image of male vs. female
   2) Age – symbols of being young vs. being old
   3) Physical attractiveness – what is an ideal image? For example, skin color, body shape, hair, eyes, etc.
   4) Social class – symbols/signs of different social classes
   d. Illustrate 2 out of the 5 cultural assumptions we discussed in the class.
   e. Pick one group in your culture and analyze this group by using the following list:
      1) What is idioculture? What is this group’s own “lore” or idioculture?
      2) What is a “group look” or a “public image” for your group? How has this “group look” formed? Is there any dress code for this group? If yes, what are they?
   f. Some methodologies you might want to consider for information collection: interview, observation, survey, participant observation, etc.
   g. The focus of the paper should be on how you analyze your culture based on the above 5 (a-e) categories. More importance will be given to Category c, d, and e.
D. Paper
1. The paper needs to focus on the analysis of clothing, costume, and appearance from the cultural perspective.
2. The paper needs to have 6-7 pages. The first two parts (History and background of the culture) has a 2 pages limit.
3. The paper needs to cite at least 5 different sources.
4. Use APA style for all your citations. Check the following website for necessary information on APA citation.
   http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/apa.html#apa
5. Plagiarism – check www.asn.csus.edu/facs/ for the guideline of how to avoid plagiarism.
6. Use subheadings in your paper to show the basic structure. The final paper needs to use double space, 1-inch margin, 12 font, Times New Roman, page number, APA citation, and no spelling and grammar error.

E. Presentation
1. Each presentation has 10-12 minutes.
2. A Power Point presentation is required. Bring your props, costumes, pictures, and other visual tools for your presentation. One of your group members needs to dress accordingly on your presentation day.
3. Practice in advance to make sure your presentation is 10-12 minutes.
4. Save your Power Point file onto a memory stick (flash drive).

III. Grading

A. Grading Sheet for Paper (100 points)
1. History of the culture. (5 points)
2. The background of the culture. (5 points)
3. Analyze gender, age, physical attractiveness, and social class in your culture. (7 points x 4 = 28 points)
4. Illustrate 2 out of the 5 cultural assumptions we discussed in the class. (8 points x 2 = 16 points)
5. Pick one group in your culture and analyze this group according to the list (35 points)
   1) What is idioculture? (15 points)
   2) What is a “group look” or a “public image” for your group? How has this “group look” formed? (20 points)
6. Format, subheadings, no spelling and grammar error, double space, 1-inch margin, 12 font, Times New Roman, page number. (5)
7. Citation, APA citation. (6)

B. Grading Sheet for Presentation (20 points)
1. History of the culture. (1 point)
2. The background of the culture. (1 point)
3. Analyze gender, age, physical attractiveness, and social class in your culture. (2 points x 4 = 8)
4. Illustrate 2 out of the 5 cultural assumptions we discussed in the class. (4 points)
5. Pick one group in your culture and analyze this group according to the list (5 points)
6. Power Point, professional, creative, and clear (1)

C. Group Evaluation (%)
Assessment Rubric for Program Learning Outcome 5:

Students who graduate with a baccalaureate degree in FACS will demonstrate cultural and global awareness/sensitivity including demonstrated understanding, respect and support of multiple perspectives from other disciplines, societies, individuals, groups, and cultures.

1. **Societies** - SES, developed vs. underdeveloped, urban vs. rural

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>2</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge <strong>Cultural self-awareness</strong></td>
<td>● Integrates insights into own cultural rules and biases</td>
<td>● Articulates perspectives about own cultural rules and biases</td>
<td>● Identifies own cultural rules and biases</td>
</tr>
<tr>
<td>Knowledge <strong>Knowledge of cultural worldview and global frameworks</strong></td>
<td>Demonstrates sophisticated understanding of complex factors important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices</td>
<td>Demonstrates adequate understanding of complex differences with others</td>
<td>Demonstrates partial understanding of complex differences with others</td>
</tr>
<tr>
<td>Knowledge/Skills <strong>Verbal and nonverbal communication</strong></td>
<td>Demonstrates a complex understanding of cultural differences in verbal and nonverbal communication and arrives at a mutual understanding</td>
<td>Articulates cultural differences in verbal and nonverbal communication and approaches a mutual understanding</td>
<td>Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to arrive at a mutual understanding</td>
</tr>
<tr>
<td>Skills <strong>Research and resourcefulness</strong></td>
<td>Integrates valid research into their understanding of other cultures (i.e. includes sources from multiple perspectives, disciplines, or cultures)</td>
<td>Demonstrates understanding of valid sources of research evidence about other cultures. (i.e. includes sources from more than one perspective, discipline, or culture)</td>
<td>Identifies some valid sources of research evidence about other cultures</td>
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</tbody>
</table>

2. **Groups** - age, gender, education, lifestyle (vegetarian vs. non; smoker vs. non), immigration status, disabilities
3. **Cultures** - ethnicity, religion, nationality
4. **Individuals** – family situation, marital status, sexual orientation, transgender nutrient needs?
5. **Disciplines** – blue collar vs. professional; science vs. humanities; (evidence based vs. belief systems)
Appendix 5: FACS 160: Showcase Presentation

The Showcase Presentation is an invited guest event where student teams make well-prepared presentations that demonstrate highly effective communication practices based on the most current content information. This presentation is an opportunity to work with other concentrations in FACS and demonstrate how the various disciplines are related to each other and several important career topical themes relevant to our society today. There are two parts to this assignment:

- Develop a presentation and present it in class per the guidelines below
- Develop a flyer or other printed material that will advertise your program. Include a description of the intended audience.
- Develop a visual representation of the major points and interrelationships described in your presentation (e.g. flow chart, brochure, diagram, powerpoint, etc)

Presentation instructions:

1. Work with 3-4 colleagues to form a small group. The group will be interdisciplinary, that is, you will work with students in class who are not in your concentration.
2. Choose one of the broad theme areas below and work together to discuss the issues of:
   * How each of your areas of specialty (concentrations) are affected by or affect/impact the topic.
   * How your concentrations interact or are related to EACH OTHER in reference to this topic. (please note: you are to choose, as a group, one theme area and address the same subtheme within that area i.e. if you choose aging, within the theme of lifespan transitions, each concentration will address the theme of lifespan transitions and the subtheme of aging. This could be accomplished by addressing adult dress(apparel/marketing/design), adult nutrition(nutrition), and grandparenting relationships(family studies)
3. Reflect on your discussion in step 2. Consider careers in concentrations that would focus on one of the themes OR careers in concentrations and how they would integrate. Plan your presentation using either of these concepts.
4. Plan a 12-15 minute presentation on a topic from the list of approved themes that is related to all concentrations
5. The outline must include all of the following components:
   - Identification of the concentration and assumed career of each member of the group
   - Description of the circumstances for your presentation
   - Description of the intended audience (age, gender, why selected)
   - Goal(s) or objective(s) of the presentation
   - Introduction that grabs the attention of the audience
   - A description of the presentation of information that includes active involvement of all group members and visuals or technology
   - Conclusion that summarizes main points
   - Assessment (check to determine if audience retained information presented)
   - Description of how the presentation meets all learning styles
   - Application of the concepts of effective presentations that have been discussed in class as well as what you have read.
6. Your presentation to the class should include presentation of:
   - Introduction of the presentation including:
     - Identification of the concentration and assumed career of each member of the group
     - Description of the circumstances for your presentation and the intended audience.
     - Goal(s) or objective(s) of the presentation
     - Description of how the concentrations interrelate to this topic.
   - Introduction that grabs the attention of the audience
   - Information that achieves your goal(s) or objectives, actively engaging the audience (the participants) in a relevant way, and then assesses whether the goal(s) or objective(s) is achieved. Consider different learning styles and abilities. Your presentation should reflect application of the concepts of effective presentations that have been discussed in class as well as what you have read.
7. Time to work with your group members on the presentation will be available in class on
8. By, each group should submit the team member names, careers, and topic of the presentation. By, each group should turn in a draft outline of the presentation, a copy of the powerpoint or visual sketch and description and a brief (2-3 sentence) description of the presentation.

9. Submit your typed outline (one per group) along with copies of flyers, visuals and handouts used in the presentation, prior to your presentation on the day your group presents.

10. Each group may invite 1-2 guests to the Showcase.

**Topic:** Your group can focus on one of the themes listed below or another theme that demonstrates professional collaboration and integration. Your topic must be preapproved by with the instructor no later

<table>
<thead>
<tr>
<th>Theme Areas</th>
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<tbody>
<tr>
<td>Body Image</td>
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<tr>
<td>Chronic Illness (self, significant other, family, relative)</td>
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<td>Eating Disorders</td>
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<td>Family Structure (divorce, blended, same sex, etc)</td>
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<tr>
<td>Globalization</td>
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<td>Lifespan Transitions (adolescence, parenthood, aging, etc)</td>
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<td>Media</td>
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<td>Obesity</td>
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<td>Poverty</td>
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<td>Religion and Culture</td>
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<tr>
<td>Sexuality</td>
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<tr>
<td>Technology</td>
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</tbody>
</table>
**Awareness of the integration of the different concentrations in FACS and their importance to in the relationships between humans and their diverse environments as individuals and groups as a whole.**

<table>
<thead>
<tr>
<th>Non-Integrated = 0</th>
<th>Beginning = 1</th>
<th>Developing = 2</th>
<th>Accomplished = 3 (Exemplary 4)*</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Understanding of distinct disciplines/concentrations in FACS</td>
<td>Demonstrates understanding based on common sense/own experience outside of classroom rather than disciplinary insights. Includes misconceptions about distinct discipline.</td>
<td>Beginning to draw on insights from discipline. Appropriately associated with own experience. Disciplinary theories presented as matter of fact/potential misconceptions.</td>
<td>Demonstrates academic understanding of the discipline. Knowledge of how the discipline influences own experience beyond the classroom.</td>
<td>Clearly shows ability to combine the field of study with own experience as well as a broader perspective. *Includes evidence of interpretation and deeper analysis of the discipline.</td>
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<tr>
<td>B. Integrates knowledge and modes of thinking between two or more concentrations related to a FACS issue or topic</td>
<td>Topics and issues are presented without integration. Stays within confines of discipline and articulates one perspective.</td>
<td>Acknowledges importance of different disciplines and possibility of other perspectives in discussion of an issue or topic. Includes an example, fact, or theory from another field of study but does not specifically identify integration.</td>
<td>Demonstrates connections across disciplines including examples of integrating other perspectives to understand and examine an issue or topic. Includes examples, facts, and theories beyond one field of study and identifies multiple perspectives.</td>
<td>Clearly identifies several relevant points of integration to understand/problem solve an issue or topic. Includes causal explanation, metaphor or conceptual framework to identify connections. *Extends and recombines theories and includes multiple perspectives to address an issue.</td>
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<tr>
<td>C. Articulates the advantage of combined perspectives to address a FACS issue</td>
<td>Issue/topic is presented with no statement of purpose related to combining approaches and concentrations.</td>
<td>Acknowledges importance of connecting disciplines but does not expand upon advantage of a synthesized approach to a given topic.</td>
<td>Demonstrates understanding and includes an example of how multiple perspectives expand the understanding and change the approach to a given topic/issue. Advantages of purposeful connections are articulated.</td>
<td>Clearly identifies advancement in the understanding of an issue based on integration of disciplines/concentrations. *Includes suggested adaptations to current paradigms based on an integrated approach.</td>
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<tr>
<td>D. Recognizes the compromises and limitations of combined approaches</td>
<td>Issue or topic is presented without reference to potential limitations of multiple perspectives.</td>
<td>Acknowledges limitations of combined approach but does not provide explanation.</td>
<td>Recognizes potential limitations of combining disciplines to address issue.</td>
<td>Provides critical analysis of limitations and discusses informed compromises of cross-disciplinary integration related to an issue.</td>
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