



Matrix 2.1c Cross-Cutting Themes  
 Infusion of the Body of Knowledge in Apparel, Merchandising, and Design

Illustrate the infusion of the cross-cutting themes of the body of knowledge into program curricula. Complete Matrix 2.1c.

Outcome Measures	Course Number/ Name	Assessment Strategy	Summary of Data Collected	Follow-up Action	Cross-Cutting Themes				
					Appropriate Use of Technology	Capacity Building	Global Interdepend ence	Resource Development & Sustainability	Wellness
Understand and apply knowledge about the roles and functions of various industry sectors in which products are developed, produced, marketed, sold, and consumed, including construction, sourcing, manufacturing, marketing, and merchandising processes.	FCS 226: Fashion Trend and Industry Analysis	Essay and multiple choice exam covering product development, generational cohorts of consumers, and merchandising processes	100% of students completed the exam: 88% successfully achieved the assessment strategy	Revise exam items that demonstrate lower reliability		X		X	
	FCS 328: Economics of Fashion	Global sourcing group project: developing global sourcing strategy for apparel product line development	100% of students participated in a library session to learn how to find and use resources regarding the global economy; the students developed an individual paper as well as group presentation based on each team member's individual paper	Have more in-class group discussion sessions to enhance team-building skills and interactive learning among team members.	X	X	X		
	FCS 368: Fashion Promotion	Multiple choice exam covering promotion planning, budgeting, and	100% of students completed the exam: 76% successfully achieved the	Encourage greater class participation in discussions related to topics on the exam		X	X		

		ethics, public relations, and special events	assessment strategy						
	FCS 371: Advanced Merchandising	Merchandising Analysis Portfolio (MAP) developed from group project.	100% of students planned and developed merchandise plans for a retailer of their choice.: 75% successfully achieved the assessment strategy	Develop more in-class activities to help students understand fundamental merchandising and mathematical concepts, principals, and techniques.		X			
Identify and interpret needs and wants of consumers and how industry processes are applied to plan, develop, produce, communicate, and sell profitable product lines.	FCS 226: Fashion Trend and Industry Analysis	Future of Fashion Project: create future product based on trend analysis and forecasting techniques	100% of students completed the project and successfully achieved the assessment strategy	Continuously keep students informed of new developments in industry, technology, and consumer behavior to better prepare them for project	X	X	X	X	
	FCS 329: Apparel Product Analysis	{mini} Mass Production Project: Using various mass production methods and available sources, students work in small groups to "mass produce" a unique, small item in several quantities; market the product to the class and research possible vendors.	100% of students completed the project: 83% successfully achieved the assessment strategy	Invite local vendors as guests for future presentations to critique and provide constructive feedback in regards to use and evaluation of the product and whether the product fits the needs of the market.	X	X		X	
	FCS 368: Fashion Promotion	Visual Retailing Project: Market and Consumer Analysis portion	100% of students completed the project and successfully achieved the assessment strategy	Continuously update project instructions to reflect current consumer research practices related to communication and selling of profitable product lines	X	X			
	FCS 369: Merchandise Planning and Control	six-month merchandise plan, 2 exams	100% completed six-month merchandise plan and 2 exams	Have an extra help session(s) by the instructor or teaching assistant to solve problems.	X	X			

	FCS 371: Advanced Merchandising	Sourcing Simulation Analysis developed from individual experiment.	100% of students tested and interpreted the potential financial productivity of the chosen merchandising plans, using Sourcing Simulator: 75% successfully achieved the assessment strategy.	Demonstrate experiments of Sourcing Simulator by using different scenario and strategies; in-class discussion to interpret the results; develop work sheets for simulation	X	X			
Evaluate product quality, serviceability, and regulatory compliance standards.	FCS 122: Apparel Product Development	5 Vests Working in groups, students must design and create 5 identical vests. Mimicking {small} mass production line, individual tasks are divided up per group members. Labels, hangtags, wholesale cost and suggested retail cost must accompany the finished products. Students play the role of buyer during presentation of product and provide feedback regarding craft, quality and marketplace need of vests.	100% of students completed the project: 80% successfully achieved the assessment strategy	Simulate mass production line before project starts.	X	X			
	FCS 225: Textiles	Weekly independent and group quizzes; based on assigned readings and various lectures/in-class discussions in relation to	92% of students completed the weekly quizzes: 78% successfully achieved the assessment strategy	Continue to develop weekly quizzes and various assignments.	X	X			

		samples in student's Swatch Kit.							
	FCS 321: Flat Pattern Design	Design presentations that explain students design processes.	100% of students presented and successfully completed the assessment strategy.	Peers ask questions to the presenter about the design/construction/sales processes.		X			
	FCS 323: Advanced Textiles	Research project involved in conducting textile testing and writing and presenting technical reports	100% completed the project and 50% of students presented a research project at a university research symposium	Have a series of meetings with students to check progress at different stages of project.	X			X	
	FCS 324: Draping and Design	Holding a fashion show that invites judges from outside of the department.	100% of students participated and successfully completed the assessment strategy.	Provide judges comments on garments designs.		X			
	FCS 329: Apparel Product Analysis	Final Project:"A Comprehensive Apparel Product Analysis"  Through in-depth research, students evaluate the quality, serviceability and other details of three similar products at three different price points. Findings and analyses are presented to the class in a formal presentation and brief summary.	100% of students completed the final project; 94% successfully achieved the assessment strategy	Encourage and provide ways for more peer feedback during final presentation.	X	X			
Apply theories, concepts, and research regarding appearance and human behavior to industry and societal problems.	FCS 226: Fashion Trend and Industry Analysis	Multiple choice and essay exam covering fashion leadership, Zeitgeist, pendulum, and collective	100% of students completed the exam; 67% successfully achieved the assessment strategy	Encourage greater class participation in discussions related to topics on the exam		X		X	

		selection theories							
	FCS 327: Clothing and Behavior	Popular Culture and Dress Project: content analysis of character depictions in a popular press novel; items coded for theoretical themes derived from textbook	100% of students completed the project and successfully achieved the assessment strategy	Increase the novel choices across several different categories to ensure more textbook topic areas are applicable to project; require theme descriptions be supported by scholarly research		X			
	FCS 365: Apparel Collection Development	Developing concept boards using Adobe software.	100% of students developed and successfully completed the assessment strategy.	Address the presentation skills of demonstrating trends that represent current society.	X				
Understand and apply knowledge about the role of dress as it reflects and shapes intra and inter-cultural interactions.	FCS 222: Cultural Diversity in Dress	Personal reflection essay.	100% of students completed personal reflection essay.	Address the concepts of dress and culture to apply these concepts to individual own dress behaviors and cultural practices; show essential and useful references for dress and cultures					X
	FCS 365: Apparel Collection Development	Create textile designs based on knowledge of fabrics and materials.	100% of students created and successfully completed the assessment strategy.	Comments on marketability and creativity.		X			
Understand and apply knowledge about the interrelationships among historic, socio-cultural, and psychological factors of dress and their impact on human behavior, including the effects of life stages, change across time, and culture.	FCS 222: Cultural Diversity in Dress	Cultural analysis and oral presentation.	94% completed cultural analysis and oral presentation.	Let students select a specific culture; develop and address project guidelines and requirements; emphasize appropriate and extensive use of terminology/concepts.	X	X			
	FCS 327: Clothing and Behavior	Multiple choice and essay mid-term and final exams covering social psychological factors related to life stages,	100% of students completed the exams and successfully achieved the assessment strategy	Continuously update material in class to reflect new developments in topics applicable to the exam		X	X		

		cultural, and ethnic differences							
	FCS 361: Fashion History I	Final Exam	60% of students successfully achieved the assessment strategy	-reinforce these key concepts in class assignments throughout the semester so that students are better prepared for the final exam, which require students to synthesize information learned over the course of the semester.		X			
	FCS 362: Fashion History II	Three exams covering historic fashion from 1900-2009, how fashion changed over time, and how it was impacted by culture.	99% of student s completed the exams, 92% successfully achieved the assessment strategy	-reinforce the learning outcomes with more in-depth class discussion that what is currently practiced		X			
Use the design process to create products that meet marketplace needs.	FCS 122: Apparel Product Development	"Working with a Client" Students are paired with an elementary school student to create a "one-of-a-kind" unique look based on the needs and wants of their client. Client feedback is a crucial part of the overall assessment and helps determine the success of the product.	100% of students developed a garment and successfully completed the assessment strategy.	Provide more opportunities for client feedback/interaction.	X	X			
	FCS 228: Apparel Design	Developing the fashion journal including a collection of sketches, sources of inspiration to indentify market trends.	100% of students developed fashion journals and successfully completed the assessment strategy.	Address appropriateness of image selections and usages.		X			
	FCS 321: Flat Pattern	Develop a collection after	100% of students developed a	Feedbacks on balancing of fabric selections and		X			

	Design	identifying a target market.	collection and successfully completed the assessment strategy..	design details.					
	FCS 324: Draping and Design	Design plan submission including target market description and fabric selections.	100% of students submitted and successfully completed the assessment strategy..	Address clarity of design communication.		X			
	FCS 329: Apparel Product Analysis	{mini} Mass Production Project: Using various mass production methods and available sources, students work in small groups to "mass produce" a unique, small item in several quantities; market the product to the class and research possible vendors.	100% of students created a product and successfully completed the assessment strategy.	Local vendors will be brought in as guests for future presentations to critique and provide constructive feedback in regards to use and evaluation of the product and whether the product fits the needs of the market.	X	X		X	
	FCS 366: CAD for Apparel Design	Develop digital portfolios containing original textile and garment designs.	100% of students completed. 60% of students submitted their designs to the national design competition.	Address professionalism.  Provide judges comments on their designs.	X				
Relate the elements and principles of design to product development, use, and evaluation.	FCS 122: Apparel Product Development	Final Project Using themselves or another as a muse, students must select (and possibly alter) a pattern for a specific client. Projects are evaluated based on overall construction	100% of students developed a garment and successfully completed the assessment strategy.	Encourage and provide ways for more peer feedback during final presentation.	X	X			

		details, craft, fit and creativity.							
	FCS 228: Apparel Design	Projects focus on the creation of a garment designs after identifying the design theme.	100% of students developed their design projects and successfully completed the assessment strategy..	Peers and the instructor's reflective discussion allowed project submitters to analyze their creation exercises.		X			
	FCS 321: Flat Pattern Design	Creating and constructing two ensembles that apply design principles	100% of students created and constructed and successfully completed the assessment strategy..	Address how students apply design principles of design effectively.		X			
	FCS 324: Draping and Design	Creating five projects that apply draping techniques.	100% of students created and successfully completed the assessment strategy..	Address appropriateness of using draping techniques.		X			
	FCS 329: Apparel Product Analysis	Fit Assignment: Students evaluate fit on three similar products at three different price points.	100% of students developed fashion journals and successfully completed the assessment strategy.	Visit local vendors specializing in fit.	X	X		X	
	FCS 365: Apparel Collection Development	Develop collections by choosing appropriation production methods for an identified target market.	100% of students completed.  70% of students submitted their garment designs to international design competitions.	Address professionalism.  Provide judges comments on their designs.		X			
	FCS 366: CAD for Apparel Design	Develop design boards to improve communication skills.	100% of students completed and successfully completed the assessment strategy..	Address appropriateness of using tools in Adobe software.	X				
	FCS 368: Fashion	Applying the elements and principles of	100% of students completed the assignments, 80%	Increase class discussion of individual visual merchandising techniques		X			

	Promotion	design to hands on visual merchandising projects (window displays). Assignments are critiqued by peers	successfully achieved the assessment strategy						
Understand the role of historical, socio-cultural, and psychological factors in aesthetic expression.	FCS 327: Clothing and Behavior	Write a paper evaluating the social psychological factors of appearance of characters in a movie	100% of students completed the paper and successfully completed the assessment strategy	Reinforce applicable material to help appearance and dress concepts resonate with students		X			
	FCS 361: Fashion History I	Activity 3- Middle Ages Costume Replication	100% of students achieved the assessment strategy	-Continue to use this assignment; include additional questions that require students to address the psychological factors in aesthetic expression in dress.		X			
	FCS 362: Fashion History II	Write paper evaluating the historical accuracy of costumes in a movie	97% of students completed the paper, 93% successfully achieved the assessment strategy	Add a component to the assignment, requiring students to utilize artifacts from the Lois Jett Historic Collection in the analysis	X	X			
Understand how theoretical perspectives on markets, trade, and economic development can be applied to historical and current data on production, consumption, and disposal of products.	FCS 222: Cultural Diversity in Dress	“Get your Hands Dirty” Volunteer Experience Students must spend two hours helping sort clothing and other donated items at a local secondhand/thrift store of their choice. A reflection report based on their reaction to their tasks in regards to consumption in a “Commercial-Scale Culture” is	100% of students volunteered and completed the essay, 90% successfully achieved the assessment strategy	Rather than having the students volunteer individually, look into options in which the class as a whole could visit a secondhand store together.		X		X	

		due upon completion of their volunteer experience.							
	FCS 225: Textiles	Lectures and various activities such as debates, class discussions, in-class assignments and videos are used to elaborate on the production, processes, consumption and disposal of various textiles throughout history and currently, particularly in relation to the current state of the environment and the global textile industry.	100% of students achieved the assessment strategy	Continue to develop lectures and assignments.		X	X	X	
	FCS 328: Economics of Fashion	Film reaction paper	100% of students watched a documentary film, "Made in LA" and completed reaction paper. The movie was about labor exploitation of illegal immigrant garment workers in LA.	Change movie title from movie about unionizing a textile mill to the documentary regarding garment sweatshops in LA			X	X	
	FCS 371: Advanced Merchandising	Retailer Profile Project.	100% of students developed the profile including annual income statement reports and articles in the trade press and critical analysis through catalogs, stores, or websites; 75% successfully	Address theoretical perspectives on markets and supply chain systems in the fashion business and discuss various types of textiles and apparel firms based on merchandising theories.		X			

			achieved the assessment strategy						
Identify and evaluate issues of social responsibility, professional behavior, and ethics related to the impact of individual, organizational, and corporate decision making.	FCS 225: Textiles	Alpaca Farm Visit {extra credit } Students visit a local Alpaca Farm to gain hands-on knowledge of the animal hair fiber process; in addition to an understanding of animal welfare and the relation of Alpaca fibers to wool and other animal hair fibers.	89% of students visited the Alpaca Farm and achieved the assessment strategy	Require this visit rather than as an extra credit opportunity.		X	X	X	
	FCS 328: Economics of Fashion	Discussion leaders: group project involved in organizing and directing a 40-50 minute discussion session after reading book chapters about apparel businesses in the global economy	100% of students participated in groups to lead one session of discussion	Have an in-class group discussion session to facilitate group work and share ideas from previous students		X	X		
	FCS 329: Apparel Product Analysis	"The Footprint Chronicles": Production Transparency After viewing several videos that chronicle various Patagonia products from design through to production; students continue research on Mass Production "transparency" within other apparel companies.	100% of students watched videos and achieved the assessment strategy.	Continue to research apparel companies that are following in Patagonia's footsteps as further examples.		X	X	X	

	FCS 371: Advanced Merchandising	Short paper of social responsibility and ethics as extra credit activity .	41% of students listened to the Fiber Cast about social responsibility and ethics and completed a short, summary paper.	Address importance of socially responsible and professional behaviors and business ethics in the global fashion industry; show videos related to the issues.			X	X	
Analyze and evaluate issues related to environmental sustainability and environmental impact as they relate to industry activities and processes.	FCS 225: Textiles	Green Check-list After evaluation of natural and manufactured fibers, students collectively create a "green fiber checklist." Fibers must meet certain environmental impact and social responsibility criteria (generated by the students) such as chemical processes, transportation, animal welfare, etc.	97% of students participated in the creation of the green checklist	Create a more collaborative environment in which students research and participate at a more in-depth level to create the checklist		x	x	x	
	FCS 329: Apparel Product Analysis	"The Footprint Chronicles": Production Transparency After viewing several videos that chronicle various Patagonia products from design through to production; students continue research on Mass Production "transparency" within other apparel companies.	100% of students watched videos and achieved the assessment strategy.	Continue to research apparel companies that are following in Patagonia's footsteps as further examples.		X	X	X	
	FCS 371: Advanced	N/A	N/A	Develop a sustainability project; share case studies or examples of suitability-				X	

	Merchandising			related marketing & merchandising stories.					
Demonstrate critical and creative thinking skills, including the ability to critically evaluate and compare diverse perspectives.	FCS 122: Apparel Product Development	“Working with a Client” Students are paired with an elementary school student to create a “one-of-a-kind” unique look based on the needs and wants of their client. Client feedback is a crucial part of the overall assessment and helps determine the success of the product.	100% of students developed a garment and successfully completed the assessment strategy.	Provide more opportunities for client and peer feedback/interaction.	X	X			
	FCS 222: Cultural Diversity in Dress	Research paper and board presentation about the cultural influences in fashion (group project).	100% of students completed research paper and board presentation.	More in-class guidelines, discussion, and individual meetings for the research project to develop content analysis skills and critical thinking/interpretation skill.		X			
	FCS 226: Fashion Trend and Industry Analysis	Trend board project, presentation, and discussion	100% of students completed the assignment, 95% successfully completed the assessment strategy	Continuously update assignment and appropriate lecture material to enhance opportunities for students to develop critical thinking skills	X	X			
	FCS 323: Advanced Textiles	Critique of textile journal assignment, library session	100% of students participated in a library session and 89% of students completed critique of textile journal assignment.	Reduce the number of journal articles to read	X				
	FCS 361: Fashion History I	Fashion History Project	99 % of students achieved the assessment strategy	-Continue to offer this assignment.		X			
	FCS 365:	Fashion brand	100% of students	Address professionalism.		X			

	Apparel Collection Development	development report based on knowledge of trends, production lines, and merchandising plans.	completed and successfully completed the assessment strategy..						
Apply quantitative and qualitative skills to problem solving within the textile and apparel complex.	FCS 225: Textiles	Weekly independent and group quizzes, mid-term and final exam; based on assigned readings and various lectures/in-class discussions in relation to samples in student's Swatch Kit.	92% of students completed the weekly quizzes: 78% successfully achieved the assessment strategy	Continue to develop weekly quizzes and various assignments.		x			
	FCS 329: Apparel Product Analysis	Weekly independent and group quizzes; based on assigned readings and various lectures/in-class discussions.	100% of students completed the weekly quizzes; 86% successfully achieved the assessment strategy.	Continue to develop weekly quizzes and various assignments.	X	X		X	
	FCS 369: Merchandise Planning and Control	16 in-class worksheets, 2 math assignments	95% of students completed 16 in-class worksheets; 100% completed 2 math assignments; 100% completed six-month merchandise plan	Encourage students to work with a partner to facilitate cooperative learning.	X	X			
Use appropriate technology to facilitate critical, creative, quantitative, and qualitative thinking within the textile and apparel complex.	FCS 122: Apparel Product Development	Final Project Using themselves or another as a muse, students must select (and possibly alter) a pattern for a specific client. Projects are evaluated based on overall	100% of students developed a garment and successfully completed the assessment strategy.	Encourage and provide ways for more peer feedback during final presentation.	X	X			

		construction details, craft, fit and creativity.							
	FCS 323: Advanced Textiles	5 lab reports, equipment expert	100% students demonstrated how to use a variety of textile testing equipment and appropriately used them to complete 5 textile labs	Refine assignment: show examples of lab reports	X	X			
	FCS 329: Apparel Product Analysis	Final Project:"A Comprehensive Apparel Product Analysis" Through in-depth research, students evaluate the quality, serviceability and other details of three similar products at three different price points. Findings and analyses are presented to the class in a formal presentation and brief summary.	100% of students completed the final project; 94% successfully achieved the assessment strategy	Encourage and provide ways for more peer feedback during final presentation.	X	X		X	
	FCS 365: Apparel Collection Development	Developing production plans based on knowledge of designs, fabrics, and details.	100% of students developed and successfully completed the assessment strategy..	Address professionalism.		X			
	FCS 368: Fashion Promotion	Visual Retailing project: use software program to create store layout and planogram for fictitious A level flagship specialty store	100% of students completed assignment, 96% successfully completed assessment strategy	Revise the structure of the first 6 weeks of lab session to enhance students opportunity to learn functions of program	X	X			
	FCS 369: Merchandise	3 spreadsheet assignments, six-month	100% of students used Excel program	Have extra help session(s) by the instructor or teaching assistant to teach	X	X			

	Planning and Control	merchandise plan	appropriately and completed 3 spreadsheet assignments and six-month merchandise plan	computer application.					
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