



Pre-conference Workshop:

Writing the TAPAC Self-study Report

Coordinators: Andy Reilly (University of Hawai'i, Mānoa) and Carol Warfield (TAPAC Executive Director)

Presenters: Kathleen Rees (Texas A&M University, Kingsville), Tammy Kinley (University of North Texas), Cindy Istook (University of North Carolina, Greensboro), Rinn Cloud (Baylor University), Leigh Southward (University of Arkansas), Missy Bye (University of Minnesota), Farrell Doss (Radford University), KeunYoung Oh (SUNY, Buffalo), Kim Hiller Connell (Kansas State University)

This ITAA pre-conference workshop was designed to provide attendees with information about writing the self-study report for accreditation by the Textile and Apparel Programs Accreditation Commission (TAPAC). Presenters were members of the TAPAC Board of Commissioners. The workshop was divided into two components: (1) "Writing the Self-study" presented by Kim Hiller Connell, and (2) break-out rooms for questions. Kim Hiller Connell is Program Coordinator for Kansas State's Fashion Studies program which was accredited by TAPAC in 2019. Based upon the experiences of the Kansas State team, Kim discussed tips for assembling the self-study team, establishing a timeline, and the writing process. She recommended the team be composed of the program coordinator, program faculty, department or unit head, and support staff; and that the team review all TAPAC standards, specifically standard 7 and the program's assessment of its student learning outcomes, prior to beginning to write the self-study. She discussed her approach of taking at least two semesters to write the self-study and how she and her team divided the development of the self-study into four components: the program coordinator took charge of drafting the narrative; the program coordinator, department head, and support staff worked collaboratively to collect evidence of compliance; and the program faculty were engaged in the self-assessment and a plan of action components. For these latter components, Kim Hiller Connell led her faculty in discussions identifying strengths and weaknesses of the program for each standard and in developing a plan of action to address any weaknesses. Please note, this is just one approach to writing the self-study.

For the second part of the workshop, the presenters were divided into break-out rooms. Attendees could enter breakout rooms and ask presenters specific questions. Break-out rooms were led by TAPAC Board of Commissioner members and were intended to focus on different standards, but moderators also answered general questions about the process and other aspects of the self-study.