

Fashion Merchandising BA/BS

Employer/Supervisor Evaluation

Goal Description:

The Department of Family and Consumer Sciences will graduate Fashion Merchandising students who perform well in positions of employment within the fashion industry.

Providing Department: Fashion Merchandising BA/BS

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Employer/Supervisor Evaluation - Demonstration Of Applied Professional Competence

Learning Objective Description:

The student will demonstrate professional competence and the ability to apply what they have learned (e.g., appropriate product knowledge, knowledge of business procedures, knowledge of industry systems) in various aspects of fashion merchandising.

RELATED ITEM LEVEL 2

Employer/Supervisor Evaluation Data

Indicator Description:

The supervisor evaluation form for fashion merchandising interns evaluates three skill areas: personal skills, interpersonal skills, and professional characteristics (which includes appropriate use of knowledge from the program content). Both questions from this form used as indicators are essentially overall supervisor ratings of the intern. One of them rates the interns on a Likert-type scale of 1 to 5, with 1 being the lowest rating and 5 being the highest rating. The other is a “yes-no” indicator of whether the employer would hire the intern in the company for an entry-level management position. Internship is a requirement for degree completion in this program, so all fashion merchandising students are evaluated in this way. The instrument, which includes the supervisor rating of the intern that will be extracted and reported, was developed by representatives of multiple programs within the department. Instruments used by other family and consumer sciences/fashion merchandising colleges and departments were reviewed in the development of the instrument. The attached instrument was designed to be generic for all programs in the Department of Family and Consumer Sciences that require this type of internship and is published in the *Internship Handbook* which serves as the textbook for the internship course (FACS 4369). The other programs that use this same form are interior design, general family and consumer sciences (without the teaching certificate), and food service management.

Attached Files

 [FACS Internship Form E](#)

Criterion Description:

At least 80% of business supervisors of fashion merchandising interns will give the intern a rating of 3.5 or higher on a 5.0 scale and 80% of business supervisors will indicate that they would hire the intern given the availability of a suitable entry-level management position in the company.

Findings Description:

100% of the internship site supervisors of Fashion Merchandising the students performance above 3.5 with an average of 4.75 out of 5. 100% indicated they would hire the student based on exceptional performance in the internship.

RELATED ITEM LEVEL 3

Employer/Supervisor Evaluation Data

Action Description:

No action to change this item will be made. We will continue to use this criteria to understand how students are prepared and performing in their internship. So far, we have had a strong group of students completing internship successfully.

Student Content Knowledge, Merchandising Mathematics

Goal Description:

The Department of Family and Consumer Sciences will graduate Fashion Merchandising students who can assume the role of an assistant buyer based on coursework required within the major.

Providing Department: Fashion Merchandising BA/BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Demonstration of Student Content Knowledge, Merchandising Mathematics

Learning Objective Description:

The Department of Family and Consumer Sciences will graduate Fashion Merchandising students who have an understanding of the various elements of merchandising, including construction of a profit and loss statement, calculations for markdowns and markups, inventory valuation, and stock planning for a period of time such as a season.

RELATED ITEM LEVEL 2

Student Content Knowledge, Merchandising Mathematics

Indicator Description:

FACS 4363 Merchandising Control is currently under curriculum review to be changed to FACS 3348 Merchandise Control, which is taught in the Spring semesters. A pre-test and post-test has been developed to determine whether the content therein was adequately synthesized and could be applied by the students. At least 80% of students will show an improvement of 50 points on a 100-point scale in order to indicate that there was success in student learning in this specific area of merchandising. If for any reason, the pre and post-test are not able to be administered, this competency will be evaluated on the student ability to successfully complete a six-month merchandising plan. At least 80% of students will successfully complete a course assignment of the six-month plan and achieve a minimum grade of 75% (C).

Criterion Description:

At least 80% of students in the FACS 4363 Merchandising Control course will show an improvement of 50 points on a 100-point scale from the pre-test to the post-test. If for any reason, the pre and post-test are not able to be administered, this competency will be evaluated on the student ability to successfully complete a six-month merchandising plan. At least 80% of students will successfully complete a course assignment of the six-month plan and achieve a minimum grade of 75% (C).

Findings Description:

Based on the six-month plan assignment, 100% of students completed the assignment and achieved a minimum grade of 75% with the overall average course score of 94.5%.

RELATED ITEM LEVEL 3

Student Content Knowledge, Merchandising Mathematics

Action Description:

Based on the current assessment criteria, this plan item will be more clearly delineated and a larger assignment to assess this specific knowledge will be implemented in the course. By more accurately measuring this skill in class, we can better determine the overall level of program preparedness for students future career options in buying. Additionally, we will be measuring this skill in another upper level course, FACS 4348 Buying II.

Student Content Knowledge, Program-Based

Goal Description:

The Department of Family and Consumer Sciences will graduate Fashion Merchandising students who can make positive and informed contributions to their companies based on coursework required within the major.

Providing Department: Fashion Merchandising BA/BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Demonstration of Student Content Knowledge, Program-Based

Learning Objective Description:

The Department of Family and Consumer Sciences will graduate Fashion Merchandising students who are capable of critiquing fashion advertisements for effectiveness and potential impact on the fashion consumer.

RELATED ITEM LEVEL 2

Student Content Knowledge, Program-Based

Indicator Description:

In keeping with the previous cycle's Plan for Continuous Improvement, the program targeted an additional measure specific to student content knowledge. Because fashion promotion is so integral and necessary to merchandising and profitability in the fashion industry, faculty in the Fashion Merchandising program focused on evaluation of a specific assignment in FACS 3378 Fashion Promotion. The assignment involves a critique of four different fashion advertisements from a variety of fashion publications. Three of the advertisements are supplied by the instructor and one is chosen by the student from a fashion publication of his/her choice. Students are supplied with specific instructions and a point distribution for evaluating the assignment (see attached). Assignments will be evaluated on a scale of 1-5, with 1 being unacceptable and 5 being excellent.

Attached Files

 [Ad Analysis](#)

Criterion Description:

At least 80% of students will receive an evaluation of 3.5 or higher on a 5.0 scale.

Findings Description:

100% of students received an evaluation over 3.5 out of 5 on the assignment with an average score of 4.8 out of 5.

RELATED ITEM LEVEL 3

Student Content Knowledge, Program- Based

Action Description:

This plan item will be replaced with a more robust assessment of this skill. Additionally, new course assignments will be developed to more accurately gauge student understanding and will be used across multiple courses instead of just a single course.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

The FM program has moved to 100% online as of Fall 2021. During the academic year of 2020-2021, five (5) new courses were added to the FM curriculum and extensive changes and updates to the FM degree plan were put into place. Because the curriculum process has a long timeline, we are still waiting on final approval to add these courses to the degree plan. However, this will be completed in the 2021-2022 academic year.

As we fully integrate these new courses and finalize the degree plan, Dr. Keila Tyner, the program coordinator, will be working on a new assessment plan to align new goals and learning objectives with the degree plan. She has been awarded an Assessment Mini-Grant to help facilitate this process and expects to develop this new assessment plan in the spring 2022 semester so that it can be fully implemented in fall 2022.

Update of Progress to the Previous Cycle's PCI:

We have fully moved online and introduced the new courses in the program. A fully new developed assessment plan will be put into place for 2022-2023 that more accurately measures student performance and skill level in the program.

New Plan for Continuous Improvement Item

Closing Summary:

We have fully moved online and introduced the new courses in the program. A fully new developed assessment plan will be put into place for 2022-2023 that more accurately measures student performance and skill level in the program.

This new assessment plan is expanded to include assessment of various course content/assignments across 6 courses in the program (not including Internship or the employer assessment items) which represent about 43% of the courses in the program. By more closely monitoring student performance, we will be able to more accurately determine skill level and career preparedness for students.

This new plan was developed with assistance from the Department of Family and Consumer Sciences and through the Assessment mini-grant received by the program coordinator. In that grant, new skills were developed through a certification training on adult learners and online learning. This has helped to develop assessment items that are in-line with the student population and adult learning.