

# Fashion Merchandising BS

## Applied Professional Competence in Fashion Merchandising

### Goal Description:

The Department of Human Sciences will graduate Fashion Merchandising students who meet the technical work expectations of employers during an internship experience within the fashion merchandising industry.

**Providing Department:** Fashion Merchandising 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). Two questions from this form are used as indicators of essentially an overall supervisor rating of the intern. One question rates the interns on a Likert-type scale of 1.0 to 5.0, with 1.0 being the lowest rating and 5.0 being the highest rating. The second question is a “yes-no” indicator of whether the employer would hire the intern for an entry-level management position if a position was available. The instrument, which includes the supervisor rating of the intern that will be extracted, was developed by representatives of multiple programs within the department. Instruments used by other human 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 Human 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 form are interior design and foodservice management.

Attached Files

 [FACS Internship Form E](#)

##### Criterion Description:

The program faculty determined that at least 80% of business supervisors of interns would be satisfied with the student's performance. This satisfaction should be evident by an assigned overall rating of 3.5 or higher on a 5.0 scale and 80% of business supervisors will indicate that the business would hire the intern if a position within the company were available.

##### Findings Description:

The internship course is offered in spring and summer semesters with a total of 13 FAMD interns in this cycle. Data reported here reflects the results of 12 of the 13 students enrolled with 1 student remaining to complete the course (grade X until hours are completed and supervisor evaluation is

complete). The average student performance rating was 4.75 on a scale of 5.0 and 92% of the students achieved a rating of 3.5 or higher. A total of 100% of the business supervisors indicated that the business would hire the intern if a position within the company were available.

RELATED ITEM LEVEL 3

Employer/Supervisor Evaluation Data

Action Description:

Both targets for this criterion were met - business supervisor satisfaction level and overall student rating. As such, both target baselines will be modified as follows for the 2024-2025 cycle:

- business supervisor satisfaction level baseline will increase to 90%
- overall student rating baseline will increase to 4.25

Collaboration and Teamwork in Fashion Merchandising

Goal Description:

The Department of Human Sciences will graduate Fashion Merchandising students who are capable of collaboration and teamwork in order to communicate effectively with others in the fashion merchandising industry and understand varying perspectives to enable them to develop efficient and effective creative solutions.

Providing Department: Fashion Merchandising BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Collaboration and Teamwork in Fashion Promotion and Branding

Learning Objective Description:

Fashion Merchandising students will demonstrate collaboration and teamwork through participating in group projects where they communicate effectively with others fashion merchandising students and understand varying perspectives that enable them to develop efficient and effective creative solutions.

RELATED ITEM LEVEL 2

Group Collaboration Evaluations in Fashion Branding

Indicator Description:

In FACS 3375: Fashion Brand Management students participate in group projects where peer evaluations are produced. Peer evaluation forms developed for the group project are completed by each student that allow them to reflect on their own performance as a group member and to provide an evaluation of their peers. A five-point Likert scale ranging from 1.0 - Poor to 5.0 - Exceptional is utilized for the peer evaluation component of the evaluation for the projects. The forms were developed by the faculty member for these specific projects.

Criterion Description:

At least 80% of fashion merchandising students will receive an average rating of 3.0 by their peers for performance as a group member related to the group project in fashion branding.

Findings Description:

For the group project peer evaluations, 100% of the students received a rating of 3.5 or higher by their peers for performance as a group member. The overall average score in the course for peer group members was 4.8 out of 5.0.

RELATED ITEM LEVEL 3

Action - Group Collaboration Evaluations in Fashion Branding

Action Description:

Both targets for this criterion were met - completion rate and achieved score. As such, both target baselines will be modified as follows for the 2024-2025 cycle:

- completion rate baseline will increase to 90%
- achieved score baseline will increase to 4.25

This overall learning objective, indicator, and criterion will remain as this course is being taught by a different faculty in the 2024-2025 cycle and we will continue to assess the baseline metrics for completion and achieved score. Additionally, the rubric used for rating teamwork in the course will be reevaluated to include greater detail about peer performance.

#### RELATED ITEM LEVEL 2

### **Group Collaboration Evaluations in Fashion Promotion**

#### **Indicator Description:**

In FACS 2375: Fashion Promotions students participate in group projects where peer evaluations are produced. Peer evaluation forms developed for the group project are completed by each student that allow them to reflect on their own performance as a group member and to provide an evaluation of their peers. A five-point Likert scale ranging from 1.0 - Poor to 5.0 - Exceptional is utilized for the peer evaluation component of the evaluation for the projects. The forms were developed by the faculty member for these specific projects.

#### **Criterion Description:**

At least 80% of fashion merchandising students will receive an average rating of 3.5 by their peers for the performance as a group member related to the group project in fashion branding.

#### **Findings Description:**

For the group project peer evaluations, 100% of the students received a rating of 3.5 or higher by their peers for performance as a group member. The overall average score in the course for peer group members was 4.75 out of 5.0.

#### RELATED ITEM LEVEL 3

### **Action - Group Collaboration Evaluations in Fashion Promotion**

#### **Action Description:**

Both targets for this criterion were met - completion rate and achieved score. As such, both target baselines will be modified as follows for the 2024-2025 cycle:

- completion rate baseline will increase to 90%
- achieved score baseline will increase to 4.25

This overall learning objective, indicator, and criterion will remain. Additionally, the rubric used for rating teamwork in the course will be reevaluated to include greater detail about peer performance.

#### RELATED ITEM LEVEL 2

### **Teamwork Product in Fashion Branding**

#### **Indicator Description:**

In FACS 3375: Fashion Branding students participate in group projects and an evaluation of the product of the teamwork can measure the effectiveness of the communication within the group and student understanding of the varying perspectives that enable them to develop efficient and effective creative solutions in planning a promotional campaign.

Using a five-point Likert scale of 1.0 to 5.0 with 1.0 being the lowest rating and 5.0 being the highest rating, group developed solutions in planning promotional campaigns will be analyzed from completed assignments.

#### **Criterion Description:**

At least 80% of students will successfully complete the group planning assignment and achieve a minimum score of 3.75.

**Findings Description:**

Every group (100%) of students successfully completed the group planning assignment, achieving a minimum score of 3.75. The average score in the course was 4.8/5.0 on the project.

**RELATED ITEM LEVEL 3**

**Action - Teamwork Product in Fashion Branding**

**Action Description:**

Both targets for this criterion were met - completion rate and achieved score. As such, both target baselines will be modified as follows for the 2024-2025 cycle:

- completion rate baseline will increase to 90%
- achieved score baseline will increase to 4.25

This overall learning objective, indicator, and criterion will remain as this course is being taught by a different faculty in the 2024-2025 cycle and we will continue to assess the baseline metrics for completion and achieved score. Additionally, the overall project assignment details will be reviewed and modified to reflect higher academic rigor.

**RELATED ITEM LEVEL 2**

**Teamwork Product in Fashion Promotion**

**Indicator Description:**

In FACS 2375: Fashion Promotion students participate in group projects and an evaluation of the product of the teamwork can measure the effectiveness of the communication within the group and student understanding of the varying perspectives that enable them to develop efficient and effective creative solutions in planning a promotional campaign. Using a five-point Likert scale with 1.0 being the lowest rating and 5.0 being the highest rating, group developed solutions in planning promotional campaigns will be analyzed from completed assignments.

**Criterion Description:**

At least 80% of fashion merchandising students will successfully complete the group promotions assignment and achieve a minimum score of 3.75.

**Findings Description:**

Every group (100%) of students successfully completed the group promotion project, achieving a minimum score of 3.75. The average score in the course was 4.95/5.0 on the project.

**RELATED ITEM LEVEL 3**

**Action - Teamwork Product in Fashion Promotion**

**Action Description:**

Both targets for this criterion were met - completion rate and achieved score. As such, both target baselines will be modified as follows for the 2024-2025 cycle:

- completion rate baseline will increase to 90%
- achieved score baseline will increase to 4.25

This overall learning objective, indicator, and criterion will remain. Additionally, the rubric used for rating teamwork in the course will be reevaluated to include greater detail about peer performance.

## **Creative Skills Applied to Fashion Business Acumen**

**Goal Description:**

The Department of Human Sciences will graduate Fashion Merchandising students who have an understanding of the balance between creative and artistic skills and business acumen to develop an inherent sense of understanding the intricacies of the fashion industry.

**Providing Department:** Fashion Merchandising BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Ability to Develop a Fashion Trend Forecast**

**Learning Objective Description:**

Fashion Merchandising students will demonstrate an ability to develop a fashion trend forecast report appropriate to be presented to a fashion retailer. Specifically, students will demonstrate the major methods of customer data collection used by industry for forecasting to develop business decisions, employ appropriate research methodologies to analyze relevant fashion forecasting sources for identifying global trends and synthesize information to profile targeted consumers, consumer shopping preferences, consumer behavior patterns, and their effect on fashion demand.

RELATED ITEM LEVEL 2

**Ability to Develop a Fashion Trend Forecast**

**Indicator Description:**

In FACS 3368: Fashion Forecasting, the fashion merchandising students analyze and complete assignments where they apply major methods of customer data collection used by industry for forecasting to develop business decisions, employ appropriate research methodologies to analyze relevant fashion forecasting sources for identifying global trends and synthesize information to profile targeted consumers, consumer shopping preferences, consumer behavior patterns, and their effect on fashion. The student's successful completion of the analysis and assignment will be measured using a five-point Likert scale with 5.0 – Exceptional analysis and 1.0 – Unsatisfactory analysis. The forms were developed by the faculty member for these specific projects.

**Criterion Description:**

At least 80% of fashion merchandising students will successfully complete the assignment and achieve a minimum score of 3.75.

**Findings Description:**

100% of the students successfully completed the trend forecast assignment, achieving a score of 3.75 or higher. The average course score was 4.5/5.0.

RELATED ITEM LEVEL 3

**Action - Ability to Develop a Fashion Trend Forecast**

**Action Description:**

Both targets for this criterion were met - completion rate and achieved score. As such, both target baselines will be modified as follows for the 2024-2025 cycle:

- completion rate baseline will increase to 90%
- achieved score baseline will increase to 4.25

This overall learning objective, indicator, and criterion will remain as this course is being taught by a different faculty in the 2024-2025 cycle and we will continue to assess the baseline metrics for completion and achieved score.

RELATED ITEM LEVEL 1

**Applying Creative Thinking Process to a Business Problem**

**Learning Objective Description:**

Fashion Merchandising students will demonstrate an ability to apply a creative thinking process to a business problem to enhance their application of creative and artistic skills related to business acumen with an inherent sense of understanding the intricacies of the fashion industry.

RELATED ITEM LEVEL 2

Applying Creative Thinking Process to a Business Problem

Indicator Description:

In FACS 4359: Fashion Innovation and Creativity, fashion merchandising students will apply creative and artistic skills and business acumen to develop an understanding the intricacies of the fashion industry through analysis and course assignments. The program faculty determine the success of the student’s ability in completing the analysis and assignment by using a five-point Likert Scale with 5.0 – Exceptional analysis and 1.0 – Unsatisfactory analysis. The forms were developed by the faculty member for these specific projects.

Criterion Description:

To successfully measure the fashion merchandising students’ ability to apply creative and artistic skills and business acumen on FACS 4359: Fashion Innovation and Creativity assignment, at least 80% of fashion merchandising students will score a minimum of 3.5 or higher on a 5.0 scale.

Findings Description:

100% of the students successfully completed the course assignment/project with a minimum score of 3.5 or higher. The average score in the course was 4.7/5.0.

RELATED ITEM LEVEL 3

Action - Applying Creative Thinking Process to a Business Problem

Action Description:

Both targets for this criterion were met - completion rate and achieved score. As such, both target baselines will be modified as follows for the 2024-2025 cycle:

- completion rate baseline will increase to 90%
- achieved score baseline will increase to 4.25

This overall learning objective, indicator, and criterion will remain, and aspects of the assignment used to measure this indicator and criterion will be reviewed and modified to ensure high academic rigor.

Evaluation of Student Content Knowledge in Merchandising Mathematics

Goal Description:

The Department of Human 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 BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Demonstration of Student Content Knowledge, Merchandising Mathematics

Learning Objective Description:

Fashion Merchandising students will demonstrate critical thinking and problem solving 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, Advanced Merchandise Planning and Allocation

Indicator Description:

In FACS 4348: Buying II Planning & Allocation students work through advanced problem-solving analysis assignments that measure the students' ability to adequately interpret the influence of merchandise planning and allocation on retail profit and analyze buying patterns and trends, which are reported through the development of merchandise plans and strategies for appropriate allocation of inventory, market buying visits, vendor options, and preparation and management of purchase orders. Using a five-point Likert scale with 1.0 being the lowest rating and 5.0 being the highest rating, student interpretation of influences within merchandise planning and allocation on retail profit and analysis of buying patterns and trends will be measured from completion of a merchandise planning and allocation assignment.

**Criterion Description:**

At least 80% of fashion merchandising students will successfully complete the course merchandise planning and allocation assignment and achieve a minimum score of 3.75.

**Findings Description:**

Only 65% of students in the course successfully completed the course planning and allocation assignment with a minimum score of 3.75. The average score for the assignment in the course was 4.0.

**RELATED ITEM LEVEL 3**

**Action - Student Content Knowledge, Advanced Merchandise Planning and Allocation**

**Action Description:**

The baseline metrics for this course were only partially met this cycle and will be utilized again in the upcoming cycle.

**RELATED ITEM LEVEL 2**

**Student Content Knowledge, Basic Merchandising Mathematics**

**Indicator Description:**

FACS 3348: Buying I Merchandise Control contains problem solving analysis assignments that measure the students' ability to adequately synthesize and apply basic construction of a profit and loss statement, calculations for markdowns and markups, inventory valuation, and stock planning for a period of time such as six-months or a season. Using a Likert scale of 1.0 to 5.0 with 1.0 being the lowest rating and 5.0 being the highest rating, student learning of basic merchandising mathematics will be measured from completion of a six-month plan assignment.

**Criterion Description:**

At least 80% of fashion merchandising students will successfully complete the course six-month plan assignment and achieve a minimum score of 3.75.

**Findings Description:**

85% of the students in the course successfully completed the course six-month plan assignment, achieving a minimum score of 3.75. The average score in the course was 4.15.

**RELATED ITEM LEVEL 3**

**Student Content Knowledge, Merchandising Mathematics**

**Action Description:**

Both targets for this criterion were met - completion rate and achieved score. As such, both target baselines will be modified as follows for the 2024-2025 cycle:

- completion rate baseline will increase to 90%
- achieved score baseline will increase to 4.25

This overall learning objective, indicator, and criterion will remain as this course is being taught by a different faculty in the 2024-2025 cycle and we will continue to assess the baseline metrics for completion and achieved score.

## **Update to Previous Cycle's Plan for Continuous Improvement Item**

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

#### **Closing Summary**

A fully new developed assessment plan has been put into place for 2022-2023 that more accurately measures student performance and skill level in the program. This assessment plan will be utilized again in the next review cycle of 2023-2024.

Results from this assessment plan indicates the primary area of improvement needed is in the teamwork/group-based work in the courses FAMD 2375 Fashion Promotion and FAMD 3375 Fashion Brand Management. FAMD 2375 did not meet the criteria for this measure and new content will be added to both courses in order to improve skills in the area of teamwork/group-based work. Specifically, content developed by the university addressing Learning Loss among students will be utilized. There are resources in the modules that will be utilized including the NACE Competencies modules on communication, leadership, professionalism, and teamwork. These will be added as required content to the courses FAMD 2375 and FAMD 3375 to assist students in developing these skills. Thus, these changes will be made at the curricular level in terms of content added to improve teamwork and collaboration and will be assessed in the same manner.

Future assessment will be made in the same manner as this cycle plan to continue monitoring student skills and career preparedness.

### **Update of Progress to the Previous Cycle's PCI:**

Overall, our assessment was met successfully in 2023-2024 with minor exceptions in FAMD 4348 Buying II. Of specific note were our improved assessment findings in the area of teamwork/group-based work learning objectives.

As compared to the previous cycle (2022-2023), overall findings of the criterion and indicators related to teamwork/group-based work improved. FAMD 2375 did not meet the established baseline metrics in the previous cycle but did this year. In both FAMD 2375 and FAMD 3375, we focused on course content to better prepare students for teamwork/group-based work and introduced various measures to improve the group dynamics. Specifically, (1) we developed verbiage and lecture content that stressed the importance of groupwork in the industry and why this was an important aspect of the course, (2) we added NACE Competency modules developed by SHSU related to leadership, professionalism, communication, and teamwork into the courses, (3) we provided additional opportunity for groupwork in lower stakes assignments in the course, and (4) we implemented various check-in points during the project to better gauge overall team dynamics and troubleshoot any issues early on in the project. All these interventions led to more successful findings in teamwork/group-based work metrics. We will continue with these course-based strategies in the next cycle in addition to reviewing and editing the teamwork/group-based rubric used in these courses.

As noted, this assessment cycle was successful with the minor exception of the learning objective Student Content Knowledge, Basic Merchandising Mathematics, specific indicator related to FAMD 4348. This exception could be due in part to an adjunct faculty teaching the course and not having clarity on expectations from FAMD 3348 Buying I and/or students lacking adequate preparedness for taking the course or not taking in the correct sequence. This year, the same adjunct, who has expertise in buying, planning, and allocation will be responsible for both FAMD 3348 and FAMD 4348 so she can more easily determine skill gaps in covered content from each course.

For the next cycle, we plan to modify several of the baseline metric criterion that have been easily met to a higher standard. We also plan to reevaluate the assignments that are used in the courses related to these criteria to ensure academic rigor is increased and that the assignment aligns with the learning objectives in the course as well as the assessment.

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

Overall, our assessment was met successfully in 2023-2024 cycle with improvement in some areas including teamwork/group-based work. We plan to raise the baseline metrics for criterion in several of the indicators as noted in the actions. Otherwise, we continue with this overall assessment plan with specific focus on implementing various course content, reviewing related assignments, and ensuring academic rigor in the program.



Additionally, the 2024-2025 academic year will utilize adjunct faculty in the program at a much higher rate than previous cycles with the appointment of the full-time FAMD faculty into an administrative role with a 1/1 teaching load (rather than the usual 3/4 or 4/4 load). The program coordinator will work with the adjunct faculty to ensure learning objectives and curriculum requirements are met.

During this cycle, the FAMD faculty plan do the following:

- conduct curriculum mapping to identify any content gaps and implement strategies to fill those gaps
- implement baseline intervention at mid-term to check in with underperforming students and students in jeopardy of D/F/W for FAMD courses
- provide an orientation session for all FAMD majors and minors to align programmatic expectations with students
- implement resources and educational content from NRF (National Retail Federation) as we have recently become an institutional member. This membership includes resources and content that can enhance student career preparedness and overall enthusiasm for the industry.
- incorporate NRF competition briefs into the FAMD coursework where students can submit work to win scholarships and recognition at the NRF Big Show Student Exhibition
- develop inaugural FAMD advisory board to enhance curriculum and align with industry standards/expectations and provide networking opportunities for students

These initiatives will help inform the next assessment cycle plan.