Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Family And Consumer Sciences BA/BS (Fashion Merchandising)

Goal

Employer/Supervisor Evaluation 🔑

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

Objective (L)

Demonstration Of Applied Professional Competence 🔑

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.

Indicator

Employer/Supervisor Evaluation Data 📎 🔑

The supervisor evaluation form for fashion merchandising interns evaluates three skill areas (personal skills, interpersonal skills, and professional characteristics including appropriate use of knowledge from the program content). Both questions from this form that are used as indicators are 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 the department faculty as a whole. 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 a teaching certificate), and food service management.

Criterion

80% Employer/Supervisor Rating 3.5 Or Better 🔑

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.

Finding

80% Employer/Supervisor Rating 3.5 Or Better 🔑

There were 17 Fashion Merchandising graduates for the 2014-2015 assessment cycle. Of these students, 13 (76%) received ratings of 4 or 5, whereas 4 (24%) received ratings of 3 or 2. Therefore, this criterion was not met.

Finding	**80% Of Business Supervisors Would Hire Intern** 🔑
	For the 17 Fashion Merchandising graduates for the 2014-2015 assessment cycle, 15 of business supervisors (88%) indicated that they would hire the intern for their company if a suitable opening existed. Therefore, this criterion was met.
Action	**80% Employer/Supervisor Rating 3.5 Or Better** 🔑
	Overall, business supervisors are satisfied with the quality of the Fashion Merchandising students who intern with them. Two of the three business supervisors who assigned ratings of "3" actually did hire the interns for entry-management positions, illustrating that the rating of "3" ("Good") indicates satisfactory performance. Perhaps the most appropriate action for this goal and its accompanying objective would be to change the criterion level to "3.0 or better" rather than "3.5 or better."

Goal **Student Knowledge Of Content Area** 🔑

The Department of Family and Consumer Sciences will graduate Fashion Merchandising majors who have an in-depth knowledge of the content area of the major.

Objective (L)	**Demonstration Of Content-Area Knowledge And Skills** 🔑
	Students graduating from the fashion merchandising program will demonstrate the knowledge and skills necessary for entry-level management in fashion retailing/merchandising positions.
Indicator	**Analysis Of Logs To Determine Student Knowledge And Skills** 🔑
	For quite a few years, Fashion Merchandising students completed an Exit Survey consisting of demographic data, professional goals, and a series of multiple choice and short-answer questions, all designed to determine whether the student had retained information from the courses over the four-year fashion merchandising program. However, the department had decided that this survey did not discriminate well and therefore a rubric was designed that could be applied to internship logs with the goal of determining what students had retained from their course work and used during the internship experience.
Criterion	**Analysis Of Logs To Determine Student Knowledge And Skills** 🔑
	Based on a rubric developed in-house, 90% of Fashion Merchandising graduates will score a grade of High Pass, Pass, or Low Pass on an analysis of their internship logs designed to determine student knowledge and skills.
Finding	**90% Passing Analysis Of Internship Logs** 🔑
	100% of Fashion Merchandising graduates scored a grade of High Pass (2/17 or 12%), Pass (10/17

or 59%), or Low Pass (5/17 or 29%) using the rubric developed for the analysis of internship logs. Therefore, this criterion was met.

Action	**Content-Area Knowledge And Skills** 🔑
	Although the department was seeking a better way to collect data to determine whether students retained content-area knowledge and skills over the course of the program, the method developed was not particularly satisfactory. To begin with, it was hoped that only three weeks' worth of logs would be adequate for review for the analysis, but that small sample of logs was woefully inadequate. The department needs to regroup and decide how to handle the assessment from this time forward. The search for a satisfactory method of assessing this objective needs to continue.

Previous Cycle's "Plan for Continuous Improvement"

In recent years, we have struggled with how to handle the various program Exit Survey data. It is difficult to remember to update the survey every time a change in the curriculum occurs (programs and courses in the department must continually be updated because they are pre-professional programs that serve fields that are constantly in flux), so we get to the point of administering it and realize that it is needs updating. Dr. Laura Burleson is working on a rubric whereby we would access students' logs during the internship process to determine effectiveness of course content as students applied it to the internship activities and problems. We are going to try it for a cycle with the expectation that it will lead to curricular changes and improved program effectiveness.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

The rubric was developed and the students' logs were analyzed with the goal of determining whether students retained knowledge and skills that would apply to professional positions in the fashion workplace. However, the results were disappointing. While the rubric did reveal specifics about which information/courses students consider most valuable, too often students would focus on a handful of courses (~3) and just cite those courses over and over, even though it was apparent from the logs that information from other courses was also used and retained. The results of this analysis did NOT correlate well with business supervisors' reports or with the quality of students' course work. (This assertion is based on eye-balling the data; correlations were not run in a formal sense.) The results revealed which courses particular students remembered and therefore perceived that they were applying most often during the internship process (generally FACS 4363, FACS 3378, and FACS 3371).

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

The plan for improvement based on 2014-2015 cycle findings involves finding a better way to assess student knowledge and skills as they enter the workplace as a beginning fashion professional.