

College of Health and Human Sciences

School of Family and Consumer Sciences

Fashion Merchandising

Bachelor of Science

Summer 2017 Assessment Plan

Submitted by Sarah Cosbey, Associated Professor

1. Introduction

The B. S. in Fashion Merchandising recently changed its name from B. S. in Textiles, Apparel and Merchandising as we believed the new name more accurately captured the essence of what the program was about and would be more meaningful to prospective students. While usually a smaller sized program, Fashion Merchandising has experienced a decline in enrollment over the past few years and building program awareness on and off campus has traditionally been a challenge. Therefore, we have pursued various methods of program promotion and increasing accessibility with particular intensity over the past few semesters. Beginning Fall 2017, Fashion Merchandising courses will have their own course designators (FSMD), which will further help to identify it as a program within the School and College. Additional efforts at increasing program awareness and interest have included speaking to high school students; creation of program-specific marketing materials in the form of banners, posters, and “one-sheets;” revamping webpage content; and an attempt this past year of launching a summer fashion camp. These activities took place in addition to ongoing efforts at recruitment, such as focused efforts on campus open house days and admitted student days.

In terms of program content, in recent years our attention has turned to strengthening the curriculum in terms of better preparing students for a greater diversity of industry positions. To that end, we’ve added two required courses, Merchandising Promotion (FSMD 272) and Fashion E-Commerce (FSMD 458), both of which incorporate Adobe Photoshop and/or Illustrator software into much of the course material. In general, the faculty continues to look for ways to strengthen the technology piece for the program, and this summer have requested two new types of software to that end. One is the Gerber “Bronze Package” (YuniquePLM) that will enable students to use authentic industry technology to prepare apparel product specification packages in FSMD 353, Apparel Product Analysis and FSMD 456, Apparel Product Development. The other is SmartDraw, which is a visual merchandising tool that may be used to plan merchandise displays and store layouts and create planograms. These tools, which we hope to implement during the 2017-18 AY, will provide students with a deeper understanding of how the fashion industry currently functions while also developing skills that may be used on the job.

Finally, it should be noted that the program has modified its student learning outcomes and assessment plan from the one currently on file with the Office of Assessment Services. Revisions to the SLOs were made with faculty input during the 2014-15 AY. What follows has been the basis for the Annual Assessment Update Reports for the past couple of years for the Bachelor of Science in Fashion Merchandising.

2. Student Learning Outcomes (SLOs)

The Bachelor of Science in Fashion Merchandising prepares students for meeting the apparel and related-product needs of individuals through the effective merchandising of these goods to

end use consumers. Toward this end, graduates will be able to execute the following skills upon completion of the program:

- 1) Demonstrate understanding of the fashion process, i.e., the fashion life cycle, the forces that inhibit, encourage, and shape fashion change; and theories that address the source of new styles and their adoption within consumer markets.
- 2) Use appropriate terminology in identifying and describing design elements and principles pertaining to apparel design and selling environments.
- 3) Evaluate and select appropriate textile products given specific end uses and consumer markets.
- 4) Apply social science concepts and theories in anticipating the fashion product and shopping needs and preferences of specific consumer markets.
- 5) Demonstrate different functions of the merchandising process, including the development of buying plans, promotional materials and events, and sales strategies for multiple retail channels.
- 6) Utilize an understanding of the textile and apparel sector's role in the global economy, as well as relevant trade legislation, in anticipating factors shaping sourcing decisions for textile and apparel materials and end-use products.
- 7) Utilize appropriate resources and technologies in carrying out the following: a) apply critical and creative thinking in identifying solutions to apparel industry-based problems and challenges, and b) demonstrate proficient written, oral, and visual communication skills.
- 8) Execute professional development through securing and successfully carrying out the responsibilities of a cooperative education or internship position at a fashion industry or related place of business.

3. Program-by-Baccalaureate Student Learning Outcomes Martrix

Program Student Learning Outcome	Baccalaureate Learning Outcomes							
	A. Integrate knowledge of global inter-connections and inter-dependencies.	B. Exhibit intercultural competencies with people of diverse backgrounds and perspectives	C. Analyze issues that interconnect human life and the natural world.	D. Demonstrate critical, creative, and independent thought.	E. Communicate clearly and effectively.	F. Collaborate with others to achieve specific goals.	G. Use and combine appropriate quantitative and qualitative reasoning skills to address questions and solve problems.	H. Synthesize knowledge and skills relevant to one's major or particular field of study and apply them creatively to develop innovative outcomes.
1. Demonstrate understanding of the fashion process, i.e., the fashion life cycle, the forces that inhibit, encourage, and shape fashion change; and theories that address the source of new styles and their adoption within consumer markets.	S	M		M	M		M	S
2. Use appropriate terminology in identifying and describing design elements and principles pertaining to apparel design and selling environments.				S	S		M	
3. Evaluate and select appropriate textile products given specific end uses and consumer markets.			S		M		S	

Program Student Learning Outcome	Baccalaureate Learning Outcomes							
	A. Integrate knowledge of global inter-connections and inter-dependencies.	B. Exhibit intercultural competencies with people of diverse backgrounds and perspectives	C. Analyze issues that interconnect human life and the natural world.	D. Demonstrate critical, creative, and independent thought.	E. Communicate clearly and effectively.	F. Collaborate with others to achieve specific goals.	G. Use and combine appropriate quantitative and qualitative reasoning skills to address questions and solve problems.	H. Synthesize knowledge and skills relevant to one's major or particular field of study and apply them creatively to develop innovative outcomes.
4. Apply social science concepts and theories in anticipating the fashion product and shopping needs and preferences of specific consumer markets.	M	M		S			S	S
5. Demonstrate different functions of the merchandising process, including the development of buying plans, promotional materials and events, and sales strategies for multiple retail channels.				S	S		S	S
6. Utilize an understanding of the textile and apparel sector's role in the global economy, as well as relevant trade legislation, in anticipating factors shaping sourcing decisions for textile and apparel materials and end-use products.	S	M	M	M			S	

Program Student Learning Outcome	Baccalaureate Learning Outcomes							
	A. Integrate knowledge of global inter-connections and inter-dependencies.	B. Exhibit intercultural competencies with people of diverse backgrounds and perspectives	C. Analyze issues that interconnect human life and the natural world.	D. Demonstrate critical, creative, and independent thought.	E. Communicate clearly and effectively.	F. Collaborate with others to achieve specific goals.	G. Use and combine appropriate quantitative and qualitative reasoning skills to address questions and solve problems.	H. Synthesize knowledge and skills relevant to one's major or particular field of study and apply them creatively to develop innovative outcomes.
7. Utilize appropriate resources and technologies in carrying out the following: a) apply critical and creative thinking in identifying solutions to apparel industry-based problems and challenges, and b) demonstrate proficient written, oral, and visual communication skills.				S	S		S	S
8. Execute professional development through securing and successfully carrying out the responsibilities of a cooperative education or internship position at a fashion industry or related place of business.		S			M	S	M	S
Overall	M	M	M	S	S	M	S	S
<i>Note.</i> Program student learning outcome S = strongly supports, M = moderately supports, and blank = doesn't support baccalaureate learning outcome.								

4. Curriculum Map

Course	Student Learning Outcome							
	1. Demonstrate understanding of the fashion process... and theories that address the source of new styles and their adoption within consumer markets.	2. Use appropriate terminology in identifying and describing design elements and principles pertaining to apparel design and selling environments.	3. Evaluate and select appropriate textile products given specific end uses and consumer markets.	4. Apply social science concepts and theories in anticipating the fashion product and shopping needs and preferences of specific consumer markets.	5. Demonstrate different functions of the merchandising process...for multiple retail channels.	6. Utilize an understanding of the textile and apparel sector's role in the global economy...in anticipating factors shaping sourcing decisions....	7. Utilize appropriate resources and technologies... apply critical and creative thinking in identifying solutions...demonstrate proficient written, oral, and visual communication skills.	8. Execute professional development through securing and successfully carrying out the responsibilities of a cooperative education or internship position at a fashion industry or related place of business.
FSMD 152			B					
FSMD 258	B			B		B		
FSMD 262	B							
FSMD 272		B			B		B	
FSMD 353			D				D	
FSMD 355					D		D	
FSMD 457							B	B
FSMD 458					P			
FSMD 466						D		
FSMD 468				D – P			P	
FSMD 356/474								D – P

Note. Course supports the outcome at the B=beginning, D=developing, or P=proficient level.

5. Assessment Methods

Assessment Method	Explanation					
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Fashion cycle test items in FSMD 258, Introduction to the Fashion Industry	Five multiple-choice test items assessing student understanding of the fashion cycle are embedded in the first exam given in FSMD 258.	For each of the five test items, each student will answer the question correctly (i.e., select the correct response).	For each of the five test items, 80% of all students must meet the student-level target (i.e., answer the test item correctly).	During the last week of the Fall semester.	Course Instructor	1 (B)
Elements and principles of design test items in FSMD 272, Merchandising Promotion	Test items pertaining to elements and principles of design as they relate to apparel selling environments will be embedded in a test or tests in FSMD 272, Merchandising Promotion.	Each student will answer at least 80% (8 out of 10) of the test items correctly.	Eighty percent of the students will achieve the student-level performance target.	During the last week of the Spring semester.	Course Instructor	2 (B)
Fiber performance and end-use product test items in FSMD 152, Fiber and Fabric Analysis I	A series of test items where students match performance properties to specific textile fibers, and specific textile fibers to appropriate end uses, are embedded in the first and second exams in FSMD 152.	For each of the test items, each student will answer the question correctly (i.e., select the correct response).	For each of the test items, 80% of all students must meet the student-level target (i.e., answer the test item correctly).	During the last week of the Fall semester.	Course Instructor	3 (B)

Assessment Method	Explanation					
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Garment analysis assignment in FSMD 353, Apparel Product Analysis	Students will analyze a garment and develop its design, materials, stitches/seams, and size specifications.	Each student will earn at least 70% on the assignment	Seventy-five percent of the students will achieve the student-level performance target.	During the last week of the Spring semester	Course instructor	3 (D)
Social-psychological motivations for fashion change test items in FSMD 258, Introduction to the Fashion Industry	A series of test items pertaining to social-psychological motivations for fashion change are embedded in the first exam in FSMD 258.	For each of the test items, each student will answer the question correctly (i.e., select the correct response).	For each of the test items, 80% of all students must meet the student-level target (i.e., answer the test item correctly).	During the last week of the Fall semester.	Course instructor	4 (B)
Kohl's Project in FSMD 468, Consumer Behavior toward Apparel	Students work in teams to propose merchandising strategies for specific age and gender cohorts of Kohl's customers. Proposals are evaluated by faculty and Kohl's representatives.	Each student will earn at least 80% on the assignment.	Seventy-five percent of the students will achieve the student-level performance target.	During the last week of the Spring semester.	Course instructor	4 (D-P)
Visual merchandising computer assignment in FSMD 272, Merchandising Promotion	Students will digitally construct creative visual displays to promote apparel products.	Each student will earn at least a 70% on the assignment.	Seventy-five percent of the students will achieve the student-level performance target.	During the last week of the Spring semester	Course instructor	5 (B) & 7 (B)

Assessment Method	Explanation					
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Six-month buying plan assignment in FSMD 355, Merchandising Mathematics or Assignment or project in FSMD 458, Fashion E-Commerce	Using an Excel spreadsheet and given certain key information (e.g., previous year's sales, markdowns, etc.), student calculate 15 figures that comprise a buying plan.	Each student will calculate at least 75% of the figures in the buying plan correctly.	Eighty percent of the students will meet the student-level performance target.	During the last week of the Spring semester	Course instructor	5 (D)
The fashion industry's role in the global economy test items in FSMD 258, Introduction to the Fashion Industry	A series of test items pertaining to the global nature of the fashion industry are embedded in the second exam in FSMD 258.	For each of the test items, each student will answer the question correctly (i.e., select the correct response).	For each of the test items, 80% of all students must meet the student-level target (i.e., answer the test item correctly).	During the last week of the Fall semester	Course instructor	6 (B)
Sourcing assignment in FSMD 466, Economics of the Textiles and Apparel Industry	Students will be given a US trading partner (country) for textiles and apparel. They will research and analyze factors that influence sourcing decision, and suggest advantages and disadvantages of the country when trading with USA.	Each student will earn at least 70% on the assignment.	Seventy-five percent of the student will achieve the student-level performance target.	During the last week of the Fall semester	Course instructor	6 (D-P)

Assessment Method	Explanation					
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Final website project in FSMD 458, Fashion E-Commerce.	Students will use Adobe Photoshop and Adobe Illustrator to create web pages for an e-commerce final project.	Each student will earn at least 70% on the assignment.	Seventy-five percent of the students will achieve the student-level performance target.	During the last week of the Spring or Fall semester, depending on when the course is taught	Course instructor	7 (D-P)
Resume assignment in FSMD 457, Professional Development in Apparel Merchandising	Students put together or update their resumes in preparation for the NIU career fairs that occur later in the semester. A sample of resumes is evaluated on writing, content, and professional appearance using a rubric established for this purpose.	Each student will earn a minimum of 80% (i.e., 8 out of 10 points) on the lab assignment using the established rubric as a guideline for grading.	Seventy five percent of the students evaluated with achieve a minimum of the student-level target of performance.	During the last week of the Spring semester	Course instructor	7 (B) & 8 (B)

Assessment Method	Explanation					
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Site supervisor evaluations for FSMD 356, Cooperative Education in Fashion Merchandising and FSMD 474, Internship in Fashion Merchandising (SLO 8)	Site supervisors evaluate student overall performance during cooperative education or internship experience using an established form. Students are evaluated on five different competency areas; assessment may include all five areas or focus on specific targeted areas.	Each student will earn a score of 4.0 or higher on a five-point scale with a score of 1 indicating “very poor” and a score of 5 indicating “very good” for each competency area assessed based on evaluations provided by the work site supervisor using the established evaluation forms.	For each competency area evaluated, 80% of the students evaluated will achieve an average score of 4.0 or higher based on evaluations provided by the work site supervisor using the established evaluation forms.	During the last week of the Summer semester	Course instructor	8 (D-P)
<i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.						

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	1. Demonstrate understanding of the fashion process... and theories that address the source of new styles and their adoption within consumer markets.	2. Use appropriate terminology in identifying and describing design elements and principles pertaining to apparel design and selling environments.	3. Evaluate and select appropriate textile products given specific end uses and consumer markets.	4. Apply social science concepts and theories in anticipating the fashion product and shopping needs and preferences of specific consumer markets.	5. Demonstrate different functions of the merchandising process...for multiple retail channels.	6. Utilize an understanding of the textile and apparel sector's role in the global economy...in anticipating factors shaping sourcing decisions....	7. Utilize appropriate resources and technologies... apply critical and creative thinking in identifying solutions...demonstrate proficient written, oral, and visual communication skills.	8. Execute professional development through securing and successfully carrying out the responsibilities of a cooperative education or internship position at a fashion industry or related place of business.
Fashion cycle test items in FSMD 258, Introduction to the Fashion Industry	F, D							
Social-psychological motivations for fashion change test items in FSMD 258, Introduction to the Fashion Industry				F, D				
The fashion industry's role in the global economy test items in FSMD 258, Introduction to the Fashion Industry						F, D		
Elements and principles of design test items in FSMD 272, Merchandising Promotion		F, D						

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	1. Demonstrate understanding of the fashion process... and theories that address the source of new styles and their adoption within consumer markets.	2. Use appropriate terminology in identifying and describing design elements and principles pertaining to apparel design and selling environments.	3. Evaluate and select appropriate textile products given specific end uses and consumer markets.	4. Apply social science concepts and theories in anticipating the fashion product and shopping needs and preferences of specific consumer markets.	5. Demonstrate different functions of the merchandising process...for multiple retail channels.	6. Utilize an understanding of the textile and apparel sector's role in the global economy...in anticipating factors shaping sourcing decisions....	7. Utilize appropriate resources and technologies... apply critical and creative thinking in identifying solutions...demonstrate proficient written, oral, and visual communication skills.	8. Execute professional development through securing and successfully carrying out the responsibilities of a cooperative education or internship position at a fashion industry or related place of business.
Visual merchandising computer assignment in FSMD 272, Merchandising Promotion					F, D		F, D	
Fiber performance and end-use product test items in FSMD 152, Fiber and Fabric Analysis I			F, D					
Garment analysis assignment in FSMD 353, Apparel Product Analysis			S, D					
Six-month buying plan assignment in FSMD 355, Merchandising Mathematics or Assignment or project in FSMD 458, Fashion E-Commerce					S, D			

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	1. Demonstrate understanding of the fashion process... and theories that address the source of new styles and their adoption within consumer markets.	2. Use appropriate terminology in identifying and describing design elements and principles pertaining to apparel design and selling environments.	3. Evaluate and select appropriate textile products given specific end uses and consumer markets.	4. Apply social science concepts and theories in anticipating the fashion product and shopping needs and preferences of specific consumer markets.	5. Demonstrate different functions of the merchandising process...for multiple retail channels.	6. Utilize an understanding of the textile and apparel sector's role in the global economy...in anticipating factors shaping sourcing decisions....	7. Utilize appropriate resources and technologies... apply critical and creative thinking in identifying solutions...demonstrate proficient written, oral, and visual communication skills.	8. Execute professional development through securing and successfully carrying out the responsibilities of a cooperative education or internship position at a fashion industry or related place of business.
Resume assignment in FSMD 457, Professional Development in Apparel Merchandising								F, D
Final website project in FSMD 458, Fashion E-Commerce.							S, D	
Sourcing assignment in FSMD 466, Economics of the Textiles and Apparel Industry						S, D		
Kohl's Project in FSMD 468, Consumer Behavior toward Apparel				S, D				

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Site supervisor evaluations for FSMD 356, Cooperative Education in Fashion Merchandising and FSMD 474, Internship in Fashion Merchandising								S, D
Note. F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment								