

Annual Assessment Report for 2020-2021 AY

Reports completed on assessment activities carried out during the 2020-2021 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. For purposes of this report, you should only report on two or three student learning outcomes (department's choice) even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Fashion Merchandising

Degree B.A.

Assessment Coordinator: Dr. Lizhu Davis

1. Please list the learning outcomes you assessed this year.

I assessed all the learning outcomes listed on the SOAP updated in 2019-2020.

2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

Two activities were conducted to assess our program's student learning outcomes. The first one was the senior survey which is intended to assess all the learning outcomes. The senior survey is an indirect measurement. The second one was based on the Feasibility Analysis project in the capstone course, FM 140 Fashion Entrepreneurship. I developed a questionnaire to assess the following learning outcomes, 1d, 2a, 2b, 2c, and 2d based on the quality of the project. For this project, students need to identify a new fashion business idea and conduct a business feasibility analysis through thorough and intensive industry, product, consumer, and market research. The items for each questionnaire are listed in Question #3.

3. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient. Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

Activity #1: Senior Survey

A senior survey was developed and distributed in the capstone class, FM 140 Fashion Entrepreneurship course. The survey was intended to measure all the program learning outcomes from senior students' perspectives. A Likert scale was used for the survey: 1=strongly agree, 5=strongly disagree. Eleven students enrolled in FM 140 in spring 2020 semester; 9 of them were FM majors. Students were invited to fill out the survey during the last week of the semester. Overall, 9 students filled out the survey.

Following 3 tables present the senior survey results. Table 1 and 2 illustrate basic results from the survey. Table 3 combined the results from “strongly agree” and “agree” for each learning outcome. The findings reveal that all program learning outcomes were successfully achieved from students' perspective with the percentage of “strongly agree” and “agree”>=78%. See Table 3 for details.

Table 1. FM Senior Survey Results – Mean – 2021

Field	Min.	Max.	Mean	Std Deviat.	Variance	Count
1. The FM program has provided me sufficient knowledge of the industry structure and operations.	1.00	3.00	1.44	0.68	0.47	9
2. I learned how to analyze fashion products from the perspective of textile materials and esthetics.	1.00	3.00	1.44	0.83	0.69	9
3. I learned how to apply design principles and elements into visual merchandising.	1.00	3.00	1.56	0.83	0.69	9
4. I learned how to develop a six-month merchandising plan and apply it as a retail buyer.	1.00	2.00	1.33	0.47	0.22	9
5. I understood how the changing society affects the development of the fashion industry and demand of fashion goods.	1.00	2.00	1.22	0.42	0.17	9
6. I understood how economic factors affect the development of the fashion industry and demand of fashion goods.	1.00	3.00	1.44	0.68	0.47	9
7. I understood how the political environment affect the development of the fashion industry and demand of fashion goods.	1.00	3.00	1.56	0.68	0.47	9
8. The FM program has improved my critical thinking, problem solving, and decision-making skills.	1.00	4.00	1.67	0.94	0.89	9
9. The FM program has improved my oral and written communication skills through class assignments and in-class presentations.	1.00	3.00	1.56	0.83	0.69	9
10. The FM program has provided me basic knowledge and tools of fashion entrepreneurship.	1.00	3.00	1.33	0.67	0.44	9
11. The FM program taught me to examine my own beliefs and behaviors in light of multiple perspectives.	1.00	3.00	1.33	0.67	0.44	9
12. The FM program taught me to embrace core values and ethics of the fashion industry	1.00	4.00	1.44	0.96	0.91	9

Table 2. FM Senior Survey Results – Percentage – 2021

Question	1	2	3	4	5	Total
1. The FM program has provided me sufficient knowledge of the industry structure and operations.	66.67 %	22.22 %	11.11 %	0.00 %	0.00 %	9
2. I learned how to analyze fashion products from the perspective of textile materials and esthetics.	77.78 %	0.00 %	22.22 %	0.00 %	0.00 %	9
3. I learned how to apply design principles and elements into visual merchandising.	66.67 %	11.11 %	22.22 %	0.00 %	0.00 %	9
4. I learned how to develop a six-month merchandising plan and apply it as a retail buyer.	66.67 %	33.33 %	0.00 %	0.00 %	0.00 %	9
5. I understood how the changing society affects the development of the fashion industry and demand of fashion goods.	77.78 %	22.22 %	0.00 %	0.00 %	0.00 %	9
6. I understood how economic factors affect the development of the fashion industry and demand of fashion goods.	66.67 %	22.22 %	11.11 %	0.00 %	0.00 %	9
7. I understood how the political environment affect the development of the fashion industry and demand of fashion goods.	55.56 %	33.33 %	11.11 %	0.00 %	0.00 %	9
8. The FM program has improved my critical thinking, problem solving, and decision-making skills.	55.56 %	33.33 %	0.00 %	11.11 %	0.00 %	9
9. The FM program has improved my oral and written communication skills through class assignments and in-class presentations.	66.67 %	11.11 %	22.22 %	0.00 %	0.00 %	9
10. The FM program has provided me basic knowledge and tools of fashion entrepreneurship.	77.78 %	11.11 %	11.11 %	0.00 %	0.00 %	9
11. The FM program taught me to examine my own beliefs and behaviors in light of multiple perspectives.	77.78 %	11.11 %	11.11 %	0.00 %	0.00 %	9
12. The FM program taught me to embrace core values and ethics of the fashion industry	77.78 %	11.11 %	0.00 %	11.11 %	0.00 %	9

Table 3. FM Senior Survey Results – Percentage – 2021

Question	1 = Strongly Agree		2=Agree		Overall “agree” %	Tota l
1. The FM program has provided me sufficient knowledge of the industry structure and operations.	66.67%	6	22.22%	2	89%	9
2. I learned how to analyze fashion products from the perspective of textile materials and esthetics.	77.78%	7	0.00%	0	78%	9
3. I learned how to apply design principles and elements into visual merchandising.	66.67%	6	11.11%	1	78%	9
4. I learned how to develop a six-month merchandising plan and apply it as a retail buyer.	66.67%	6	33.33%	3	100%	9
5. I understood how the changing society affects the development of the fashion industry and demand of fashion goods.	77.78%	7	22.22%	2	100%	9
6. I understood how economic factors affect the development of the fashion industry and demand of fashion goods.	66.67%	6	22.22%	2	100%	9
7. I understood how the political environment affect the development of the fashion industry and demand of fashion goods.	55.56%	5	33.33%	3	89%	9
8. The FM program has improved my critical thinking, problem solving, and decision-making skills.	55.56%	5	33.33%	3	89%	9
9. The FM program has improved my oral and written communication skills through class assignments and in-class presentations.	66.67%	6	11.11%	1	78%	9
10. The FM program has provided me basic knowledge and tools of fashion entrepreneurship.	77.78%	7	11.11%	1	89%	9
11. The FM program taught me to examine my own beliefs and behaviors in light of multiple perspectives.	77.78%	7	11.11%	1	89%	9
12. The FM program taught me to embrace core values and ethics of the fashion industry	77.78%	7	11.11%	1	89%	9

Activity #2: Feasibility Analysis

There were 11 students enrolled in FM 140 (Fashion Entrepreneurship), the capstone course for the Fashion Merchandising program. Altogether, 4 student groups were formed for the term project, Feasibility Analysis. The assessment was done based on those four projects. The survey uses a Likert scale from 1 to 5 (Poor =1, Below Average =2, Average=3, Good =4, Excellent =5). The benchmark is 3. Table 4 illustrates the mean of the response for each item of the questionnaire.

Table 4. FM 140 Feasibility Analysis Project Assessment Data (1 to 5 Likert scale, 1 = poor, 5 = excellent).

item #	Measurement Items	Project #1	Project #2	Project #3	Project #4	average
1	Assess the impact of changing society, economic factors, and/or political environment on the fashion industry and demand of fashion goods	5	3.5	3	2	3.375
2	Apply critical thinking skill.	4	3.5	2.5	2	3
3	Locate and investigate industry and business data	5	4	3	2	3.5
4	Cite industry and business data using APA citation Style	4.5	3.5	3	2	3.25
5	Present industry and business data in written format	4.5	4	3	2	3.375
6	Apply merchandising principles to assess a potential fashion business.	4	3.5	2	2	2.875
7	Demonstrate knowledge and skills necessary for professional success, including but not limited to starting a new business or seeking employment	4.5	3.5	3	2	3.25
8	Demonstrate dispositions necessary for professional success, including but not limited to starting a new business or seeking employment	5	4	3	2	3.5

Table 5 contains the analysis of the assessment results. For this assessment, we used 3 (=average) as the benchmark for proficiency. The analysis reveals that 75% of students met the benchmark for learning outcomes 1D, 2B, and 2D. However, only 50% of students met the benchmark for 2A and 2C. There might be several reasons for this relatively proficiency level. First, students were under much stress because of the COVID-19 lock downs. Several students reported to the faculty their challenges with personal and family issues, which hindered their learning effectiveness. They expressed the difficulties in focusing on schoolwork because of those challenges. Second, the evaluation students' work can be very subjective. Since only the instructor of the course assessed the quality of students' project, her own expectation on students' success can skew the results. Third, since this is the first time that we conducted this specific assessment, more work is needed to refine the survey instrument to make it more effective.

Table 5. FM 140 Feasibility Analysis Project Assessment Data - Learning Outcome Analysis

Corresponding LO	Measurement Items	% of students met the goal by Q	% of students met by goal by LO
1D. Assess the impact of changing society, economic factors, and political environment on the fashion industry and demand of fashion goods	Q1. Assess the impact of changing society, economic factors, and/or political environment on the fashion industry and demand of fashion goods	75%	75%
2A. Apply critical thinking, problem solving, and decision-making skills	Q2. Apply critical thinking skill.	50%	50%
2B. Locate, investigate, organize, analyze, cite, and effectively present information in oral and written formats.	Q3. Locate and investigate industry and business data	75%	75%
	Q4. Cite industry and business data using APA citation Style	75%	
	Q5. Present industry and business data in written format	75%	
2C. Apply merchandising principles and tools to start or enhance the profitability of a fashion business.	Q6. Apply merchandising principles to assess a potential fashion business.	50%	50%
2D. Demonstrate knowledge, skills, and dispositions necessary for professional success, including but not limited to starting a new business or seeking employment	Q7. Demonstrate knowledge and skills necessary for professional success, including but not limited to starting a new business or seeking employment	75%	75%
	Q8. Demonstrate dispositions necessary for professional success, including but not limited to starting a new business or seeking employment	75%	

4. What changes, if any, do you recommend based on the assessment data?

Based on the assessment data, the program should focus on improving the following two student learning outcomes, 2A and 2C, through the curriculum. Based on our Curriculum Map, we introduce 2A in FM 21, reinforce it in FM 127 and FM 128, and advance it FM 134 and 140. For 2C, we introduced it in FM 128 and 130, reinforce it in FM 140, and advance it in FM 134. At this point, I do not recommend the change of the curriculum. However, we do need to reevaluate each course activities to make sure that we are accomplish the goals for those learning outcomes.

2A	Apply critical thinking skill.
2C.	Apply merchandising principles and tools to start or enhance the profitability of a fashion business.

5. If you recommended any changes in your response to Question 4 in your 2018-19 assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

n/a

6. What assessment activities will you be conducting during AY 2021-22?

I planned to activities for AY 2021-22: 1) Senior Survey, 2) Visual Display Project.

7. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

The major issue is the burden of conducting program assessments for a small program like Fashion Merchandising. Frist of all, we have a very small sample size. There is the question of validity of assessment results. Secondly, there is only full-time professor in the program who has been teaching almost all major courses with 6-7 different subjects per academic year. More faculty, time, and resources are needed for providing high quality education for the program.