FASHION MERCHANDISING (B.A)
Craig School of Business

STUDENT OUTCOMES ASSESSMENT PLAN (SOAP)

I. Mission Statement

The Fashion Merchandising (FM) program prepares students for diverse and abundant careers in the competitive fashion industry through education, inspiration, and practical application.

II. Goals and Student Learning Outcomes

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Note: There are no set number of goals and outcomes. You may indicate as little or as many goals and outcomes as needed. The outline below only serves as a formatting guide.

1. Knowledge
    The FM program prepares students to be knowledgeable in the fashion industry, market, consumers, as well as merchandising tools and strategies.

    a. Outline and describe the basic structure and operations of the fashion industry.
    b. Analyze fashion products from the perspective of materials, construction, and esthetics.
    c. Describe basic merchandising tools and principles, and develop basic merchandising strategies.
    d. Assess the impact of changing society, economic factors, and political environment on the fashion industry and demand of fashion goods.

2. Skills and Application
    The FM program prepares students to contribute to the success of the fashion industry through effective application of cognitive, technical, and interpersonal skills.

    a. Apply critical thinking, problem solving, and decision-making skills.
    b. Locate, investigate, organize, analyze, cite, and effectively present information in oral and written formats.
    c. Apply merchandising principles and tools to start or enhance the profitability of a fashion business.
    d. Demonstrate knowledge, skills, and dispositions necessary for professional success, including but not limited to starting a new business or seeking employment.

3. Dispositions
    The FM program inspires students to examine themselves in relation to their values, beliefs, expectations, capabilities, needs, and professional goals.

    a. Examine their own beliefs and behaviors in light of multiple perspectives.
    b. Evaluate core values and ethics embraced by the fashion industry in light of their own values and ethics.

[Guide: Goals are general statements supporting the mission but are specific to a discipline. These statements give specificity to a program and serve as a guide to long-term directions for student learning. The major distinction between goals and objectives is the non-behavioral nature of goals. Goals may contain student learning outcomes such as appreciate, understand, and value. These are all worthy aspirations but cannot be measured directly.]

I=Introduction; R=Reinforced; A=Advanced

	1a	1b	1c	1d	2a	2b	2c	2d	3a	3b
20	R	I			I			A	I	I
21	I	I	I	I					I	I
120				A	A	A		A	A	A
123		A	I	I	A	I	I	R		
127	A		R	R	R	R	R	R	A	A
128			A		R		A	A		R
129				R	R	R				
130	I					I		I		R
134	A		A		A	A	A	A		
140			R	R	A	A	R	R		

FM 20: Textile Sciences
FM 21: Fashion Merchandising Fundamentals
FM 120: Social and Psychological Aspects of Clothing
FM 123: Fashion Analysis
FM 126: History of Costume
FM 127: Fashion Merchandising
FM 128: Visual Merchandising
FM 129: 21 Century Fashion
FM 130: Fashion Study Tours
FM 134: Fashion Retail Buying
FM 140: Fashion Entrepreneurship

 [Guide: A curriculum map is an organizational tool to plot student progress in attaining the objectives for a program. A course-by-objective curriculum map should make clear where in the program students are introduced, reinforced, emphasized, and mastered the stated learning objectives. In addition to courses, other required activities such as projects and major papers required for progress in the program could be included in the curriculum map. This map should be used to identify points in the program where direct measurements of student learning can be made.]

IV. Assessment Methods

A. Direct Measures (at least three)

1. Business and industry knowledge test
2. Buying simulation project (FM 134)
3. Business idea feasibility analysis project (FM 140)
4. Window display project (FM 128)

B. Indirect Measures

1. Graduating FM senior survey
2. FM Alumni survey

[Guide: In contrast to indirect measures such as opinion surveys and instruments that gather self-reports and/or third-party reports of student knowledge, direct measures of student learning are generated when students are evaluated in their performance of a stated objective. To obtain a direct measure of student learning, systematically gather data across student performances using scores on standardized or locally prepared examinations or activities, or scoring rubrics for performances, projects, theses, etc. If you choose to base your assessment in part on culminating experiences or portfolios be explicit in explaining how the products of these activities will be analyzed.]

V. Student Learning Outcomes X Assessment Methods Matrix

	1a	1b	1c	1d	2a	2b	2c	2d	3a	3b
D1	x	x	x	x						
D2					x	x	x	x		
D3	x		x	x	x	x	x	x		
D4			x		x		x	x		
ID1	x	x	x	x	x	x	x	x	x	x
ID2	x	x	x	x	x	x	x	x	x	x

[Guide: SOAPs should include a matrix that shows linkages between outcomes and the methods designed to measure performance on those outcomes.]

VI. Timeline for Implementation of Assessment Methods and Summary Evaluations

Year 2019 to 2020

    Method 1.   Senior Survey
    Method 2.   Buying Simulation Project

Year 2020 to 2021

    Method 1.   Senior Survey
    Method 2.   Window Display Project

Year 2021 to 2022

    Method 1.   Senior Survey
    Method 2.   Business and Industry Knowledge set

Year 2018 to 2019

    Method 1. Senior Survey
    Method 2. Business Idea Feasibility Analysis

Year 2019 to 2020

    Method 1. Senior Survey
    Method 2. Alumni Survey

[Guide: SOAPs should include a simple, concise timeline that states when each assessment technique will be carried out. Be specific about the year. Rather than Year 1, Year 2, use AY 2008-09, AY 2009-10, etc.]

VII. Closing the Loop - Summary Evaluation, Curriculum Adjustment, and Reporting

Each of these activities will require the participation of several members of the faculty throughout the academic year.

[Guide: Closing the loop refers to using the findings for improvement of curricula, instruction or programs. This is the reason for doing assessment. Without it, the preceding steps are meaningless. How findings were used to draw conclusions and/or make change must be documented, although that documentation does not need to be extensive.]