

Framingham State University

Program Assessment Plan for Fashion Merchandising (2021-2027)

Please note: Use of this template is optional. The Office of Institutional Assessment is providing it only as a potentially useful tool that could make formulating the plan and tracking implementation easier.

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1) PROGRAM MISSION STATEMENT

The mission of the Fashion Merchandising major is to prepare students to enter the dynamic fashion merchandising and retailing industry. This major combines instruction in and application of theoretical, practical, and experiential learning in fashion merchandising (retailing, product development, promotion, digital technology, retail operations and management, and sustainability). Students thoughtfully consider the influences and implications of environmental, cultural, and social challenges of today's global fashion industry. The program maintains strong partnership with the local businesses and provides students with presenting the capstone project to the industry representatives for internship, and hiring opportunities.

2) PROGRAM LEARNING OBJECTIVES

Students who complete the Fashion Merchandising major should be able to:

1. Apply the principles of design, and motives of dress, to fashion and business theories, as they relate to the overall fashion industry.
2. Evaluate the interrelationships of the textile, apparel, and retailing industries in the global market place.
3. Integrate manual procedures with current technologies, as they relate to business and fashion applications.
4. Develop professional business, buying and promotion plans to meet the needs of a specific target market by applying principles of retailing.
5. Demonstrate proficiency in retail industry strategies using appropriate methods and technologies.
6. Evaluate sustainable business practices in the global fashion industry.

3) LEARNING OPPORTUNITIES

FDR Curriculum Map												
Course	PLO – 1		PLO – 2		PLO – 3		FDA – 1	FDA - 2	FDM - 1	FDM - 2		FDM - 3
FASH 003 Field Study in Merchandising	Introduce		Introduce							Introduce		
FASH 140 Principles in Apparel Construction	I		I		I			I				
FASH 141 Fashion: Designer to Consumer	I		I		I					I		I
FASH 153 Consumer Textiles	I		I							I		I
FASH 200 Fashion Sketching & Design	I	R	I		I			I				
FASH 223 History of Costume	I	R	I	R								
FASH 241 Omni-Channel Fashion Retailing	I	R	I		I				I	I	R	R
FASH 243 Advanced Apparel Construction	R		R		I			I				
FASH 245	R		R		I		I				R	R

Research Methods in the Fash Ind										
FASH 250 Special Topics in FDR										
FASH 2XX Sustainability in the Fashion Industry	R	R	I						R	R
FASH 290 Study Tour: FDR										
FASH 310 Retail Buying & Analysis I	R	R	R	E				R	E	R
FASH 326 FM: Theory & Industry Applications	R	R	R		I	I	I		R	R
FASH 342 Flat Pattern Design	E	R	E		I	I				
FASH 346 Retailing & Cons Behav	E	E	R					R	R	R
FASH 226 History of Textiles	I	R	I	R						
FASH 352 Draping	E	R	E		I	I				
FASH 355 Fabric Struc & Design	R	R	R							
FASH 357	E	E	E			R				

Fashion Illustration									
FASH 362 Wld Mkt: Textiles to Retailing	R	E	R			R	R	E	E
FASH 386 Apparel Product Development	E	E	E		R	R	E	E	R
FASH 390 Special Topics in FDR									
FASH 410 Retail Buying & Analysis II	E	A	A				E	A	
FASH 447 Apparel Industry Method	E	R	E		E	E			
FASH 448 Tailoring & Couture Techniques	R	R	E		E	A	R		
FASH 449 Functional Clothing Design	E	E	E		E	A	R		
FASH 452 Fashion Promotion	A	A	A				E	A	R
FASH 455 Case Studies in Fashion	E	E					R	E	R
FASH 464 FM: Plan,	A	A	A				A	A	E

Policies, & Implementation									
FASH 487 Apparel Design Portfolio	A	A	A		A	A			
FASH 490 Ind Study in FDR									
FASH 495 Internship in FDR	A	A	A						
FASH 496 Internship in Merchandising	A	A	A						

Notes: I=Introduce, R=Reinforce, E=Emphasize, A=Assess

4) ASSESSMENT METHODS AND TIMELINE

Indicate when and how program learning objectives will be assessed. Refer to the curriculum map to draft a student learning objective assessment timeline. It is recommended that you outline a 5-year plan for assessment in which you will assess all of your PLOs.

Academic Years	Objectives(s)	Course(s)	Assessment Evidence (direct/indirect)	Assessment Method	Responsibility
WHEN	WHICH Objectives(s) will you examine in each period (Use number)?	WHERE will you look for evidence of student learning (i.e., list course(s) that will generate evidence for each objective.	WHAT student work or other evidence will you examine in order to assess each objective?	HOW will you look at the evidence; what means will you use to analyze the evidence collected for each objective	WHO will oversee collecting, analyzing, reporting, results? List names or titles.
Year 1 (2021-2022)				Review the assessment plan.	

Year 2 (2022-2023)	FDM 3	FASH141; FASH 208; FASH464	Assignments and exams pertaining to the sustainable business practice in the fashion industry and its application. The completed business and buying plans from the capstone course will be reviewed.	Artifacts chosen at random Rubrics will be developed for FDM3 Learning Objective by the FDR Faculty	FDR Assessment Committee
	Curriculum review	FASH141; FASH208; FASH223; FASH253	Course assignments and description in the departmental General Education courses will be reviewed from the perspective of antiracism, diversity, equity, and inclusion (EDI).	Faculty sub-committee will qualitatively assess the courses. On-going inclusion of student voices.	FDR sub-committee
Year 3 (2023-2024)	PLO 1 PLO 2 PLO 3 FDM 1 FDM 2 FDM 3	FASH452; FASH464	Assignments pertaining to the business, buying, promotion of fashion – completed business plan, buying plan, promotion plan	Artifacts chosen at random Senior portfolios will be presented at the portfolio day and evaluated by the industry partners, faculty, and staff on campus.	FDR Assessment Committee
	Curriculum review	Courses in Merchandising curriculum	Course assignments and description in the Merchandising Curriculum will be reviewed from the perspective of antiracism, diversity, equity, and inclusion (EDI).	Merchandising faculty will qualitatively assess the courses. On-going inclusion of student voices.	Merchandising faculty

Year 4 (2024- 2025)	PLO 1 PLO 2 PLO 3 FDM 1 FDM 2 FDM 3	FASH452; FASH464	Assignments pertaining to the business, buying, promotion of fashion – completed business plan, buying plan, promotion plan	Artifacts chosen at random Senior portfolios will be presented at the portfolio day and evaluated by the industry partners, faculty, and staff on campus.	FDR Assessment Committee
Year 5 (2025- 2026)	PLO 1 PLO 2 PLO 3 FDM 1 FDM 2 FDM 3	FASH452; FASH464 Student Survey	Assignments pertaining to the business, buying, promotion and product development of fashion – completed business plan, buying/product development plan, promotion plan As (new) Fashion Merchandising majors will graduate in May 2026, a student survey will be performed to examine the students’ self-reflection of their learning outcomes.	Artifacts chosen at random Senior portfolios will be presented at the portfolio day and evaluated by the industry partners, faculty, and staff on campus. Survey questionnaire will be distributed to the students.	FDR Assessment Committee
Year 6 (2026- 2027)	PLO 1 PLO 2 PLO 3 FDM 1 FDM 2 FDM 3	FASH452; FASH464 Merchandising faculty	Assignments pertaining to the business, buying, promotion and product development of fashion – completed business plan, buying/product development plan, promotion plan As the first class of (new)	Artifacts chosen at random Senior portfolios will be presented at the portfolio day and evaluated by the industry partners, faculty, and staff on campus. SWOT analysis	FDR Assessment Committee Merchandising

		reflective assessment on program success	Fashion Merchandising major will graduate in May 2026, the merchandising faculty will assess the effectiveness of the current program.	Qualitative reflection by the faculty	faculty
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Program Size and Sampling Technique

- a. State the number of students in the program or the number who graduate each year.
 The Department of Fashion Design and Retailing has 120-150 students. Of that number approximately 2/5 follow the Apparel Design concentration, and 3/5 the Merchandising concentration. The concentration numbers shift slightly from academic year to academic year.

Thirty-five to forty students graduate from the Department of Fashion Design and Retailing each year.

- b. Describe the sampling technique to be used
 Artifacts will be chosen randomly – 3-5 per course.

5) PLAN FOR ANALYZING RESULTS

- List who is responsible for distributing results and who will receive results?
 - The FDR Assessment Committee will distribute the assessment results
 - Results will be distributed to the FDR faculty and the FDR Advisory Board, and published on the university website under the Office of Assessment page.
- State how and at which forums discussion of results will take place.
 - Assessment discussions will take place at FDR faculty meetings during the academic year, and at the end of the year extended meeting.
 - Information regarding assessment will also be discussed at the FDR Advisory Board meeting(s) during the academic year.

6) **DISTRIBUTION.** The program will distribute or publish these items in the following ways:

<i>ITEM</i>	<i>Distribution Method</i>					Other (please describe, e.g. department meeting, advising session)
	FSU Catalog (provide section title)	Website (provide URL)	Annual Reports	Brochures	Course Syllabi	
Program Mission	Fashion Design and Retailing Department; p 234	https://www.framingham.edu/academics/colleges/arts-and-humanities/fashion-design-and-retailing/programs/majors/index			Left to each faculty	FDR Advising Handbook; given to each incoming student
Program Learning Objectives	Fashion Design and Retailing Department; p 234	https://www.framingham.edu/academics/colleges/arts-and-humanities/fashion-design-and-retailing/programs/majors/index			Left to each faculty	FDR Advising Handbook; given to each incoming student
Learning Opportunities (Curriculum Map)						Discussed and revised; at the extended meeting
Assessment Plan						Discussed and revised; at the extended meeting

Attach any rubrics or instrumentation that you plan to use for assessment of Program Learning Objectives

Fashion Design and Retailing – Presentation Assessment					
Student name:	Design _____ Merchandising _____				
Did the student meet the following objective?	Exceeded the objective	Met the objective	Partially met the objective	Did NOT meet the objective	Comments
For ALL FDR students					
(PLO-1) Apply the principles of design, and motives of dress, to fashion and business theories, as they relate to the overall fashion industry.					
Appropriately choose and apply elements and principles of design (e.g., colors, proportion, shapes, lines, and balance).					
Define the target market (i.e., demographics and psychographics) properly reflecting the business/brand image.					

Demonstrate the process of creating a business model/design from ideation to execution.					
(PLO-2) Evaluate the interrelationships of the textile, apparel, and retailing industries in the global market place.					
Express design or merchandising decisions with a global perspective.					
Able to cite examples of: sourcing; target market, distribution, and promotion when discussing the interrelationships of textile, apparel, and retailing industries.					
(PLO-3) Integrate manual procedures with current technologies, as they relate to business and fashion applications.					
Professional tangible presentations using current technologies. (e.g. Power point®; Excel®; Mockshop®; and/or Illustrator®)					
Use of appropriate tools to effectively execute concepts.					
Proficiency of tools used.					
Did the student meet the following objective?	Exceeded the objective	Met the objective	Partially met the objective	Did NOT meet the objective	Comments
For Merchandising Students					
(FDM-1) Develop professional business, buying and promotion plans to meet the needs of a specific target market by applying principles of retailing.					
Define the elements of a business including 4P's (i.e., price, promotion, place, and product).					
Develop effective integrated retail strategies.					

Present the rationales for decision making (e.g., sourcing, vendor selections, site selection, merchandising assortment, budgeting, and promotional mix).					
(FDM-2) Demonstrate proficiency in retail industry strategies using appropriate methods and technologies.					
Effectively demonstrate retail industry strategies through business, buying, and/or promotional plans.					
Apply appropriate methods to support the retail industry strategies (e.g., target market research, competitor analysis, and teamwork).					
Utilize appropriate technologies (e.g., PowerPoint, Excel, Mockshop) to support the retail industry strategies and visual presentations.					
Clear, concise descriptions of merchandising concepts.					
For Apparel Design Students					
(FDA-1) Create original apparel designs from initial concept to finished garment utilizing flat pattern, draping, ready-to-wear, tailoring, and couture techniques.					
(FDA-2) Present a professional portfolio of design ideas and concepts.					
Clarity of design ideas and concepts.					
Aesthetic quality of the portfolio (e.g., layout, images, illustrations, content).					
Cohesion and flow of portfolio pages.					
Presentation skills: clear, concise description of design process (e.g., ideation, textile appropriation, implementation).					
Use of technologies to support portfolio development and presentation.					

¹ If you have questions or need assistance, please contact Dr. Mark Nicholas, Executive Director of Institutional Assessment at mnicholas1@framingham.edu or 508-626-4670

2 Accredited programs can provide supplemental documents that indicate the answers to these questions as long as specific page references are provided in each cell of the tables in this form. When the answers are not accessible in that way, please cut and paste into your assessment plan.

Credits: This Template was developed using ideas from templates developed at University of Rhode Island and University of Hawaii in Manoa.