

**NECHE INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
UNDERGRADUATE PROGRAMS
(FASHION DESIGN AND RETAILING - 2019-20)**

DEGREE GRANTING PROGRAM NAME	(1) List ONLY the program learning objective(s) assessed during the current reporting period	(2) For each learning objective listed in column (1), other than GPA, what data/evidence was used to determine that graduates have achieved the stated objectives? (e.g., capstone assignment, portfolio review, licensure examination)	(3) What were the results/outcomes/findings/conclusion(s) of the assessment? Explain results/findings/conclusions for each program learning objective listed in column (1)	(4) Who interprets the evidence? Describe the process (e.g. annually by the curriculum committee).	(5) What changes/improvements have been made as a result of using the data/evidence (3)? Link discussion in this column with a learning objective (1) and the results of assessing that objective (3)	(6) Date of most recent program review
Fashion Design and Retailing	<p>The FDR program was compared to two other similar programs in New England focusing specifically on merchandising concentration.</p> <p>Lasell College is a small private institution and University of Rhode Island (URI) is a large public institution.</p>	<p>The students' exit survey data, department final assessment reports, and advising surveys were qualitatively analyzed to assess the program from the student perspective.</p> <p>The program/school websites were reviewed and personal interviews with the admission offices were conducted for more accurate information.</p>	<ul style="list-style-type: none"> The scores, overall, were higher or close to the university means on most items. The graduates' participation in internship which is much higher than the university means (83% compared to 48% as university mean from 2019). Required internship is a strength of the merchandising program. The scores on some criteria were lower compared to the university means but much improvements were seen in the results of 2019 surveys. Graduates indicated that they were overall satisfied with their experience with the major (96%), academic 	<p>A merchandising faculty member analyzed the accumulated data. The results were discussed by FDR faculty and curriculum was also reviewed.</p> <p>A merchandising faculty member performed the program comparison and the results were discussed by FDR faculty</p>	<p>The assessment results were shared with faculty in fashion design and retailing department. Faculty have reflected the assessment results to modify or update the courses and curriculum and appropriate changes were made to the curriculum</p>	<p>Design Concentration: 2015 for NASAD accreditation Merchandising Concentration: 2017</p>

			<p>advising (87%), and faculty concern for their academic progress (95%).</p> <ul style="list-style-type: none">• These results demonstrate the faculty's efforts and commitment to maintain a well-established internship program and the high quality of advising in FDR.• The scores on the quality of teaching have decreased over years from 97% in 2016 to 78% in 2019 and students' perception on connections between the major and General Education courses was relatively low.• The annual evaluations of the senior portfolio presentation completed by the industry partners have shown the satisfactory scores overall.• The Table 1 presents the summary of the exit surveys. Thus, the following changes were made to FDR curriculum.• Merchandising concentration is changed to Fashion Merchandising			
--	--	--	---	--	--	--

			<p>major with two concentrations, retail merchandising and apparel product development to strengthen the specific areas of expertise in the fashion industry.</p> <ul style="list-style-type: none"> • Two courses are added as options for the GenEd so total four courses will be available to the students (Domain IIIa, b, and c). • A new course was developed (Sustainability in the Fashion Industry). <p>Course content in the lower level introductory course was reviewed and revised (FASH141).</p> <ul style="list-style-type: none"> • The FDR program is very competitive and offers a similar curriculum. • FSU provides a similar program at lower costs. • The Internship component at FSU is longer and appears stronger. • It is hard to make a meaningful comparison on the number of part time faculty at comparative institutions as it is variable and unknown to the 			
--	--	--	--	--	--	--

			<p>reviewers.</p> <ul style="list-style-type: none"> • The Fashion Merchandising program at Framingham is unique in that it offers a required core curriculum in Fashion Design and Retailing of 32 credits within the department compared to the other programs. • Both Lasell College and the University of Rhode Island (URI) list more detailed and updated information on internships opportunities and career outcomes as well as study abroad opportunities on the Department web pages. • The class size at FSU is similar to Lasell College which is a private institution. Compared to URI, a public institution, the class size at FSU is significantly smaller. <p>The results are summarized on the Table 2.</p>			
--	--	--	--	--	--	--

Insert URL of the program web page where Program Learning Objectives for this program are published (NECHE requires this as part of being transparent to stakeholders): <https://www.framingham.edu/academics/colleges/arts-and-humanities/fashion-design-and-retailing/programs/majors/index>