

STUDENT OUTCOMES ASSESSMENT PLAN (SOAP)

I. Mission Statement

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To prepare graduates who have the knowledge, skills and dispositions for diverse and abundant careers in the ever-changing and competitive fashion industry with the focus on merchandising through education, research, and service.

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

To prepare graduates to be knowledgeable about the fashion industry, fashion business, fashion market and consumers, and fashion merchandising tools and strategies.

- a. Outline and describe the structure, operation, and social, economic and political environment of the fashion industry.
- b. Identify and analyze fashion products from the perspective of material, structure and esthetics.
- c. Describe basic merchandising tools and principles, and develop basic merchandising strategies.
- d. Identify and analyze fashion consumer characteristics and demand. Compare and contrast major theories regarding fashion consumer behavior.

2. Skills and Application

To prepare graduates who can contribute to the success of fashion business through effective application of cognitive, technical, and interpersonal skills.

- a. Apply critical thinking, problem-solving, decision-making, and self-reflection skills.
- b. Interpret, effectively demonstrate, and communicate knowledge and principles of fashion merchandising.
- c. Locate, investigate, organize, analyze, cite, and effectively present data and other information in oral, written, and technology-based formats.
- d. Utilize appropriate market research methods to increase the understanding of the fashion market and consumers.
- e. Apply merchandising principles and tools to enhance the profitability of fashion business.
- f. Demonstrate knowledge, skills, and dispositions necessary for professional success, including those for seeking and retaining employment.

3. Dispositions

To prepare graduates who have examined themselves in relation to their values, beliefs, expectations, capabilities, needs and professional interests.

- 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.
- c. Practice civic engagement through community and professional service.

[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.]

III. Curriculum Map (Matrix of Courses X Learning Outcomes)

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I=Introduction; R=Reinforced; A=Advanced

	Obj. 1a	Obj. 1b	Obj. 1c	Obj. 1d	Obj. 2a	Obj. 2b	Obj. 2c	Obj. 2d	Obj. 2e	Obj. 2f	Obj. 3a	Obj. 3b	Obj. 3c
FM 10	R				I					R		A	
FM 20	I	A			I						I		
FM 21	I	I	I	I		I	I	I	I	I	I	I	
FM 120	R			A	A	A	A	A		A	A	R	
FM 125	A										R		
FM 126		R		R									
FM 127	R		A	R	A	A	A	R	A	R	R	R	
FM 128			A	R					R				
FM 133	A				R	A	A				R	R	
FM 134			A		A	A			A				
FM 135		A		R	R								
ART 13													

- FM 10: Career Development and Preparation
- FM 20: Textile Sciences
- FM 21: Fashion Merchandising Fundamentals
- FM 120: Social and Psychological Aspects of Clothing
- FM 125: Global Perspectives of Fashion
- FM 126: History of Costume
- FM 127: Fashion Merchandising
- FM 128: Visual Merchandising
- FM 133: Textile/Apparel Economics
- FM 134: Fashion Retail Buying
- FM 135: Evaluating Fashion and Apparel

[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

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A. Direct Measures (at least three)

1. Evaluation of Merchandising Analysis Portfolio (MAP)
2. Evaluation of Consumer Behavior (CB) Research Paper
3. Evaluation of visual displays
4. Consumer and industry knowledge test

B. Indirect Measures (Alumni Survey is required)

1. Survey Graduating Seniors
2. 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

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	1a	1b	1c	1d	2a	2b	2c	2d	2e	2f	3a	3b	3c
MAP			x		x	x	x	x	x	x			
CB research Paper				x			x	x		x			
Visual display		x			x				x				
Knowledge test	x		x										
Senior Survey										X	X	X	X
Alum survey											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

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Year 2012 to 2013

- Method 1. Visual Display
- Method 2. MAP

Year 2013 to 2014

- Method 1. Survey Graduating Seniors
- Method 2. Alumni Survey

Year 2014 to 2015

- Method 1. Knowledge Test
- Method 2. CB Research Paper

[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

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Each of these activities will require the participation of several members of the faculty throughout the academic year. The department meets weekly, and the assessment coordinator will use those meeting times to map out and monitor the progress of the activities. As has been our department's practice, the half-day departmental meeting at the beginning of the academic year will be used, in large part, to present and discuss the findings of the assessment activities of the prior academic year. The lead faculty on each project will take responsibility for planning and leading that discussion. Each discussion will conclude with an action plan based on the findings presented.

[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.]