**Fashion Merchandising**

**Major Assessment Report**

Please download this document and provide a response to each question in the appropriate section. Send your assessment reports to Dr. Angel Sanchez ([aansanchez@csufresno.edu](mailto:aansanchez@csufresno.edu)) in the Office of Institutional Effectiveness and copy Dr. Melissa Jordine ([mjordine@csufresno.edu](mailto:mjordine@csufresno.edu)). Please complete a separate report for each Bachelors and Masters program offered by the department.

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| 1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report. The G.E. Committee will issue a separate call for G.E. assessment reports.   **Indirect: Knowledge, Skills, Dispositions**  We used a senior survey to indirectly assess many of our learning outcomes including knowledge (1b), skills for professional success (2e), writing skills (2c), and engaged citizenship (3c). |
| 1. **What instruments (assignment) did you use to assess them?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the instrument (assignment) is able to measure the outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3   Senior Survey was distributed to students in the culminating class FM 140 in spring 2016. It is attached.  Benchmark: we hope that 70% or more of our students will agree or strongly agree that the curriculum helped them with each of the objectives listed above. |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).   Results of the Senior Survey from spring 2016 are presented here alongside the results from 2015. The table below presents average scores (from 1=strongly disagree to 5=strongly agree), as well as percent who agree or strongly agree with items asking students to evaluate their degree program. The small number of graduating students in each year mean that these should probably be considered together for reliable statistics.   |  |  |  | | --- | --- | --- | |  | 2015 | 2016 | | Number of students surveyed | 9 | 9 | | My major coursework gave me a strong knowledge base in my field. | 4.3  (88%) | 4.3  (89%) | | I have learned how to conduct myself professionally in accordance with the ethics and standards of my discipline. | 4.3  (75%) | 4.3 (89%) | | I received adequate academic advising to help me navigate my educational path while in this major. | 4.1  (63%) | 3.6 (56%) | | My major coursework adequately prepared me for full-time work in my discipline. | 3.9  (63%) | 4.0 (67%) | | My major included classes that were a waste of my time. | 2.3  (13%) | 1.9 (0%) | | Classes in my degree program were too difficult. | 2.9  (38%) | 2.6 (0%) | | Classes in my degree program were too easy. | 2.4  (25%) | 2.2 (0%) | | I received adequate guidance to help me choose a career path in my discipline. | 4.0  (63%) | 3.2 (56%) | | I became a better writer because of the classes I took in my major. | 3.1  (25%) | 3.4 (33%) | | Most coursework for my major was interesting and useful. | 4.3  (100%) | 4.1 (78%) | | The classes in my major helped me to become a better human being. | 3.5  (50%) | 3.7 (56%) | | My coursework inspired me to become an engaged citizen. | 3.5  (38%) | 3.4 (56%) | | My classes in my major were intellectually stimulating, and excited me about my field. | 4.4  (88%) | 3.8 (56%) | | The faculty in my program were responsive to my needs and interests. | 3.8  (63%) | 3.3 (33%) |   Overall, students believe that they have gained adequate knowledge of their field, they are prepared to work ethically in their field, and believe that their coursework has been useful and interesting, and has excited them about their field. Students report that our academic and career advising is only mediocre, that they are not necessarily improving their writing skills or developing civic in our classes, nor do they meet our benchmark with regard to finding faculty responsive to their needs.  With regard to advising, ratings of academic and career advising were lower than desired in 2015, but also dropped somewhat in 2016, perhaps reflecting the transition to centralized academic advising in the Jordan College Advising and Career Development Center. Previously, all advising was done by faculty. We expect that the student ratings of advising will bounce back up, we hope to a level even higher than they were before, once students get used to the idea of going outside of the department for advising. The advisor appointed to our students is extraordinarily competent and kind, and far more available than faculty could ever have been. We think it is just disorienting to have the system change mid-stream, which is why ratings went down so. |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   The Fashion Merchandising program coordinator (and only faculty member) is currently on sabbatical. Therefore, we anticipate crafting a response to the issues raised by these data upon her return ton campus in January 2017. |
| 1. What assessment activities will you be conducting in the 2016-2017 AY? List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.   The Fashion Merchandising program has a SOAP whose timeline has expired. The program coordinator was granted release time last year (AY 2015-16) specifically to work on assessment of the program. However, she is on sabbatical during the current semester, and has not yet reported any assessment activity, or revision of the outdated SOAP. Therefore, we will pursue both of those things starting in January 2017. |
| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”   Our most recent self-study for program review was written during the academic year 2012-2013. The program review following that most recent self-study was not completed until April of 2015. The final action plan meeting is scheduled for September 2016. Therefore, the action items from the program review is 2005-06:   1. Conduct outcomes assessment.   **ACTION:** The Fashion Merchandising program is notably behind on program assessment. The entire department surveys all graduating seniors, including those in Fashion Merchandising. But no content-specific assessments have been completed as yet.   1. Recruit and retain faculty.   **ACTION:** We have made two FM hires since this recommendation was made: one is the current program coordinator and only full-time faculty member, and the other was not retained. Having only one full-time faculty member in this program of study is an on-going problem for her (the duties of coordinating, teaching, and assessing the program are burdensome when not shared) and for the students (who would benefit by having a variety of committed faculty). However, the program remains small, with only about 50 students. Our dean has determined that this is not enough need to justify a faculty search unless there is significant evidence of growth.   1. Add a course to help students understand career options.   **ACTION:** This recommendation was directed toward the Child and Family Science degrees, not Fashion Merchandising.   1. Institute a capstone or culminating activity in all program emphases.   **ACTION:** We have accomplished this recommendation. Currently, Fashion Merchandising students are required to take FM 140 – Fashion Entrepreneurship as a capstone class.     1. Pursue Family Life Education certification from the National Council on Family Relations.   **ACTION:** This does not apply to the Fashion Merchandising program.   1. Continue efforts to diversify faculty.   **ACTION:** This recommendation was directed at the Child and Family Science program.   1. Move department culture toward research and scholarship.   **ACTION:** We have made significant progress in this domain. Having new faculty allowed us to recreate ourselves. With our new hires, we now have a faculty body that is comprised mostly of serious researchers. The Fashion Merchandising faculty member is an active researcher who incorporates students in her research.   1. Reinstatement of the master’s program.   **ACTION:** This applies to the Child and Family Science program.   1. Create an advisory committee.   **ACTION:** Fashion Merchandising formed an advisory board last academic year (2015-16). The board has met once already.   1. Recruitment plan to attract the best, most qualified students   **ACTION:** Recruitment continues to be an issue for the Fashion Merchandising program. The program is small and needs to grow. We have worked toward this by having an active student club with some high-profile activities. In addition, we have been working on a curriculum change proposal to allow Fashion Merchandising to be a free-standing degree. We believe this will make it both easier for interested students to find the degree program (right now it’s “hidden” because of its location in the agriculture college and because the name doesn’t reflect the content) and it will be a more valuable degree for potential employers if it says what it is. The proposal has been stymied at the level of the chancellor, but we will continue to work on it during the coming academic year.   1. Continue excellent teaching and meaningful content of coursework.   **ACTION:**  The faculty in the department are, as ever, committed to excellence in teaching and meeting the needs of our student body. We have, since the most recent program review, made efforts toward continued improvement with such activities as: a) regular departmental meetings to talk about pedagogy, sharing strategies, experiences, and challenges, and b) creation of a departmental policy with regard to grade distributions as a means of exploring and eliminating grade inflation that may be evidenced in some of our classes. In addition, the Fashion Merchandising faculty (including one part-time instructor) have participated in campus initiatives to help promote high-impact pedagogy practices.  **Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) than please attach a copy of the rubric. If you administered a survey please attach a copy of the survey so that the Learning Assessment Team (LAT) can review the questions. |