Central Washington University  
Assessment of Student Learning  
Program Report

Academic Year of Report: 2011-2012  
College: CEPS  
Department: Family & Consumer Sciences  
Program: Fashion Merchandising

(1) What student learning outcomes were assessed this year, and why?

For the 2011-2012 academic year we assessed two learning outcomes; Ethics, Social Responsibility, and Sustainability and the third professional development outcome. There are seven overall Fashion Merchandising learning outcomes and each overall outcome includes subcategories. As a program we are systematically assessing each outcome on a four year rotation.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Department Goals</th>
<th>College &amp; CWU Goals</th>
</tr>
</thead>
</table>
| Pertaining to Professional Development:  
Apply career planning concepts and job search strategies to diverse industry opportunities | Improve student learning by increasing applied learning and service education opportunities | Provide for an outstanding academic and professional growth experience for students at all CWU locations. (CWU Goals 1,2,5) |
| Pertaining to Ethics, Social Responsibility and Sustainability:  
Evaluate issues of social responsibility, professional behavior, and ethics related to decision making. | Facilitate cultural pluralism  
Continue to improve student centered learning and the quality of the curriculum within the department’s programs | Provide for an outstanding academic and professional growth experience for students at all CWU locations. (CWU Goals 1,2,5)  
Prepare students to participate in an increasingly diverse economy and environment. (CWU Goal 6; AA Goal 1) |
| Pertaining to Ethics, Social Responsibility and Sustainability:  
Evaluate issues of environmental sustainability and impact of industry | Continue to improve student centered learning and the quality of the curriculum within the department’s programs | Provide for an outstanding academic and professional growth experience for students at all CWU locations. (CWU Goals 1,2,5)  
Prepare students to participate in an increasingly diverse economy and environment. (CWU Goal 6; AA Goal 1) |
Program student learning outcomes were assessed through program course work, entry and exit assessments and supervisor internship evaluations.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Methods Used to Assess (#2)</th>
<th>Who/When Assessed (#2)</th>
<th>Results of Assessment (#3)</th>
<th>What was learned (#3) &amp; impact (#4)?</th>
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<tbody>
<tr>
<td>Pertaining to Professional Development: Apply career planning concepts and job search strategies to diverse industry opportunities</td>
<td>Potential Employer Research Assignment (n=20): Research and review potential employers for internship and post-graduation including answering nine questions about the company.</td>
<td>FCSA 379 Internship Planning Fall 2011 (Criterion Average 80% or higher)</td>
<td>100% percentile 65% (13), 90th percentile 5% (1), 80th percentile 10% (2), 70th percentile 5% (1), 60th percentile 5% (1), 40th percentile 10% (2).</td>
<td>The criterion of achievement for all chosen methods of assessment was set at an average of 80% or higher. Criterion was met for all areas assessed. Indicates that students are demonstrating knowledge of career planning concepts and job search strategies. Students met outcomes however the inclusion of interviewing an industry professional will be added to the course.</td>
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<tr>
<td>Pertaining to Ethics, Social Responsibility and Sustainability: Evaluate issues of social responsibility, professional behavior, and ethics related to decision making</td>
<td>Social Responsibility Research (n=19): Research an apparel company that had a social compliance issue, includes answering questions on company background, issues found, action taken, company SR strategy, recommendations for improvements. China Blue Documentary and discussion (n=25): Watch documentary on social compliance issues includes answering questions pertaining to documentary and reflect upon social compliance and worker rights.</td>
<td>FCSA 301 Introduction to the Fashion Industry Winter 2012 (Criterion Average 80% or higher)</td>
<td>100th percentile 95% (18), 70th percentile 5% (1).</td>
<td>The criterion of achievement for all chosen methods of assessment was set at an average of 80% or higher. Criterion was met. This indicates that students are demonstrating knowledge of issues of social responsibility, professional behavior, and ethics related to decision making. In the future would like to create a course that is social responsibility focused due to its importance in the apparel industry and its vast array of areas. Will include case studies on social responsibility in future courses to further expose students to content.</td>
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<tr>
<td>Pertaining to Ethics, Social Responsibility and Sustainability: Evaluate issues of environmental sustainability and impact of industry</td>
<td>Questions are included in exams that pertain to environmental sustainability. No specific assignments focused on this learning outcome.</td>
<td>FCSA 355 Consumer Textiles Fall 2011</td>
<td>--</td>
<td>Through this assessment it was brought to our attention that we are not covering this learning outcome completely. We include lecture and discuss environmental sustainability in FCSA 355 Consumer Textiles although going forward we will include an environmental sustainability focused assignment to further expose students to environmental sustainability. We will also include an environmental sustainability assignment in FCSA 301 Introduction to the Fashion Industry.</td>
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Comparing the major exit and entry student self-assessment of program learning outcomes there was an increase in professional development and ethics, social responsibility and sustainability knowledge. We do believe the students scored their knowledge higher in the entry assessment survey in these areas; this reasoning is due to their questions asked during class and through class discussion of the learning areas. Through the courses the students showed considerable interest and an increase of content knowledge.
<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Program Student Learning Outcome</th>
<th>Demonstrates knowledge and/or ability in social responsibility, professional behavior, and ethics</th>
<th>Demonstrates knowledge and/or ability in sustainability</th>
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<tbody>
<tr>
<td>Total Number</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Percentage</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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**Note:** Supervisors do not evaluate the learning outcome of applying career planning concepts and job search strategies to diverse industry opportunities.

Through student internships supervisors evaluated students pertaining to ethics, social responsibility and sustainability knowledge. Employers indicated that students had good to excellent knowledge in these areas.

3. **What was learned?**
   See Table 1 Above

4. **What will the department or program do as a result of that information?**
   See Table 1 Above

5. **What did the department or program do in response to last year’s assessment information?**
   Increased team building exercises in courses, especially discussion based courses, were added to increase student’s participation in class group exercises, discussions, and presentations.

6. **Questions or suggestions concerning Assessment of Student Learning at Central Washington University:**