

**STUDENT LEARNING ASSESSMENT PROGRAM  
SUMMARY FORM 2004-05**

**Degree and Program Name:** Bachelor of Science in Family and Consumer Sciences: Business Option, Merchandising Concentration  
**PART ONE:** Completed by: Dilworth, Hubbard and Bradley

*Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to the VPAA annually by July 1. For departments undergoing the IBHE program review, this worksheet should be submitted in fulfillment of the requirements for the learning assessment portion of the statewide review. For information about assessment, visit the Assessment webpage at <http://www.eiu.edu/~assess/>.*

What are the learning objectives?	How, where and when are they assessed? Committee/person responsible?	What are the expectations?	What are the results?	How will the results be used? Committee/person responsible?
1. Review historical development and identify current issues and trends in retailing, textiles and related industries	FCS core objectives and FCS in Business will be assessed with specific assignments, exams and group projects  Fashion Distribution, Textiles: Color course assignments correlate fashion industry practices with past events. Written assignments discussing labor markets manufacturing and design trends are required.	85% of the students will complete major assignments with a 70% minimum grade  80% of the class will achieve a grade of C (70%) or better.	Students scores were as below: <u>FCS 2232 History of Costume Class</u> final scores show median score 77.5%  <u>FCS 2233 Fashion Distribution</u> 80% scored 75% or better as a final grade  <u>FCS 3245: Textiles: Color Design Production</u> All students completed one or more design assignment printing silk using industry state-of-art software (Lectra U4ia)  Median final grade for	Dilworth revised history exam to include historical facts and design concepts. Exam scores are 45% of the total grade, final median grade was 77.5 %.  Dilworth and Hubbard have discussed maintaining content and expectations consistent with peer universities.  The Lectra U4ia print design software was implemented in FCS 3245 and FCS 4926. Assignments have been evaluated. Additional assignments and design challenges will be added to fall semester.

			<p>FCS 3245 was 78.4 %</p> <p><u>FCS 4926</u> Public Presentation students completed assignments in trade show booths, commercial window, flooring and tile design. Assignments in design careers and lighting for public spaces were completed by 93 % of the students.</p> <p>Median grade for FCS 4926 was Fall 2004 92.5% and Spring 2005 was 86.6 %</p>	<p>Continue to evaluate assignments for the connecting aspects of visual concepts for public spaces</p>
<p>2. Identify design and retail career opportunities in textiles</p>	<p>Identify current textile research, industries and careers.</p>	<p>70% of the students will identify career qualifications and opportunities.</p> <p>95% of student internship placement in selected career path</p>	<p>98% of the student successfully were placed and completed internships related to their area of study.</p>	<p>Hubbard and Dilworth ywill evaluate internship placement and recruit additional internship supervisors.</p>
<p>3. identify evaluation criteria for apparel manufacturing, couture clothing and textile development</p>	<p>Identify garment and textile construction details and learn terminology for the three sectors of clothing construction (apparel industry, couture, home sewing) and textile product development.</p>	<p>85% of the students will complete projects with a grade of 70% or higher.</p>	<p>Student Scores for FCS 2234, Principles of Clothing Construction Section 01 averaged 81.2% for 23 students. The second section of 16 students, all achieved 70% or higher</p>	<p>Results will be used for course and merchandising concentration evaluation and improvement by Hubbard, Dilworth and Bradley.</p>

**PART TWO:** Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program.

The Merchandising Concentration and FCS in Business Option Program Area faculty have reviewed and revised the merchandising concentration objectives to clarify methods of assessment. These objectives are specific to the Merchandising concentration in FCS and are in addition to the School of Family & Consumer Sciences Core student objectives. The Family & Consumer Sciences in Business Option will not require a portfolio in addition to the FCS Core Portfolio.

**PART THREE**

Summarize changes and improvements in curriculum, instruction and learning that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years what are your plans for the future?

FCS and our merchandising area of concentration has always assessed their courses and curriculum long before the current assessment requirements were in place. One or more faculty has been recognized this past year (2004-2005) on the Alumni Survey as “faculty who made an impact.”

We are evaluating how our students' can be prepared to meet the textile and apparel industry needs resulting from the fast evolving digital inkjet printing of textiles and computer patterning technology. These changes are required for the students to have additional skills for additional career choices.

Four students created original designs, three with digital inkjet printed silks, for international competition during the last six weeks of the spring 2005 semester. Their efforts will be supported by the faculty and assignment improvements for all students