

## STUDENT LEARNING ASSESSMENT REPORT

**PROGRAM:** Fashion Merchandising  
**SUBMITTED BY:** Dr. Jennifer Yang  
**DATE:** September 30, 2020

### Executive Summary: Description of Assessment Process

List *all* of the program's learning outcomes, as of the assessment year's catalog: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year (Y=Yes)	Year of Next Planned Assessment
Identify and foster saleable apparel based on quality, appropriateness, price, target market, and aesthetic appearance, for the purpose of retail buying;	2018/2019	Y	2020/2021
Promote apparel effectively through visual merchandising, writing and media, public relations, and fashion events	Not previously assessed	Y	2020/2021
Apply the process of product development, including consumer and trend research, forecasting, and fabrication for the development of a product line that includes knowledge in technical design, pricing, sourcing, and retail distribution;	2018/2019	Y	2020/2021
Conduct merchandising research and consumer data analysis for the application to solving merchandising problems.	2018/2019	Y	2020/2021

Provide a brief description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the process, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues *(generally not more than two paragraphs, may use bullet points)*:

The Fashion Merchandising program faculty reviewed the results of the AY 18-19 assessment and concluded that the program learning outcomes should be revised for clarity and to better reflect emerging trends in the fashion merchandising industry. The new program learning outcomes were adopted for AY 20-21. They are:

- evaluate apparel based on analyses of specific consumer markets, market positioning, and fashion trends;
- promote apparel effectively through various written, oral, and visual communication techniques;
- simulate the process of product development and explore various channels of distribution; and
- conduct consumer and fashion research to solve merchandising problems.

**Closing the Loop: Progress on Planned Improvements from Prior Year**

**Describe how the program implemented its planned improvements from last year:**

<b>Outcome</b>	<b>Planned Improvement</b>	<b>Update</b>
1. Identify and foster saleable apparel based on quality, appropriateness, price, target market, and aesthetic appearance, for the purpose of retail buying	<ul style="list-style-type: none"> <li>Faculty discussed the need to introduce mathematical formulas in earlier classes (AA 150) and will recommend students complete the math LAC requirement before taking junior level courses that use math skills.</li> <li>The learning outcome need to be split up. One outcome to measure student's proficiency in analyzing and identifying apparel quality, pricing and aesthetic appearance. The other outcome to measure retail productivity and accounting.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty have not yet implemented changes related to math course pre-requisites in AA 150. This is an ongoing consideration for the program to address students' mathematical competencies in the program.</li> <li>The program learning outcome language was simplified for AY20-21. It is: Evaluate apparel based on analysis of specific consumer markets and fashion trends.</li> </ul>
3. Apply the process of product development, including consumer and trend research, forecasting, and fabrication for the development of a product line that includes knowledge in technical design, pricing, sourcing, and retail distribution	Faculty has not determined a course of action in this learning outcome. With the new changes to the program curriculum, faculty would like to re-evaluate the outcome next year to see if there has been any change.	Faculty evaluated student learning outcomes in AA 407. In AY 19-20, the majority of students performed at the "Superior" (5 rating) or "Strong" (4 rating) for each dimension of the learning outcome: consumer trend research – 100% forecasting – 100% fabrication – 94% technical design – 80% pricing – 92% sourcing – 93% retail distribution – 100%
4. Conduct merchandising research and consumer data analysis for the application to solving merchandising problems	Faculty has determined the outcome is performing well and there is no need for an action.	Not applicable.

**Provide a response to last year's University Assessment Committee review of the program's learning assessment report:**

Comment: In AY18-19, the University Assessment Committee identified that the report did not include two assessment measures for each learning outcome included in the report.

Response: This improvement has been incorporated in the AY 19-20 Assessment Report.

**Outcomes Assessment 2019-2020**

**Learning Outcome 1: Identify and foster saleable apparel based on quality, appropriateness, price, target market, and aesthetic appearance, for the purpose of retail buying;**

Outcome Measures	Performance Standard	Data Collection	Result
(Direct) In AA 382, students complete an examination that assesses the ability to identify and foster pricing in retail buying.	80% of students will answer the majority of the five exam questions correctly.	The grading for the five relevant exam questions was summarized for AA 382 in Spring 2020. The percentage of correct answers by students taking the exam was: Q10, 100% Q11, 50% Q12, 17% Q21, 83% Q22, 61%	For 2 of the 5 pricing questions, greater than 80% of the students answered the pricing questions correctly. Three questions (Q11, Q12, Q22) fell below the 60% threshold. The three questions with the lowest percentage of correct answers address analysis of total mark down (Q12), cumulative markup (Q11), and initial markup percent/initial retail price (Q22).  Standard was not met.
(Indirect) Graduating Student Survey, SP20 was used with focus on the following question: "Use qualitative and quantitative techniques within your professional field."	80% of students responded Excellent or Good.	8 students responded to the survey. 75% scored the question as Excellent or Good.	Standard was not met.
(Direct) Internship Supervisor Evaluation (semester) was used with focus on the following question: Student's ability to identify and foster saleable apparel based on quality, appropriateness, price, target market, and aesthetic appearance, for the purpose of retail buying.	80% of students were evaluated by their internship supervisor as Excellent (5) or Good (4).	Survey data from 7 of 8 Internship Supervisors was available. All seven (7) students received a rating of "Excellent" with a score of 5.	Standard was met.

**Interpretation of Results**

**Analysis and Implications:** *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Based on the above results, the overall expectation related to the Program Learning Outcome 1 has been met. Students provided very positive feedback on the related questions from the internship survey and the graduate student survey. However, while analyzing test results from AA 382, we identified that students can enhance their quantitative skills necessary in fashion merchandising.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

*The new Program Learning Outcome(PLO) 1 will be as follows:  
Evaluate apparel based on analyses of specific consumer markets, market positioning, and fashion trends.*

Given this change, the fashion merchandising faculty will identify courses that directly relate to the new PLO1. At the same time, as AA 382 is still related to quantitative analyses of apparel, faculty will continue to explore ways to enhance students' quantitative skills. This may include introducing math in an earlier fashion merchandising course or adding a math prerequisite to AA 382 course. In addition, we will continue to work closely with students to help them earn better grades from AA 382 tests. We will also plan to revise the question in the survey for internship supervisors.

**Learning Outcome 2: Promote apparel effectively through visual merchandising, writing and media, public relations, and fashion events**

Outcome Measures	Performance Standard	Data Collection	Result
(Direct) AA 111 Written Assignment asked students to evaluate trends in style.	80% of students demonstrate a "Superior" (rating 5) or "Strong" (rating 4) level of mastery.	25 students completed the course during AY19-20. The analysis indicates: Writing & media – 84% Public relations – 84% Fashion events – 88%  A detailed summary is in the Appendix.	Standard was met.
(Direct) AA 211 Project 2 Windowswear – COACH Competition  Development of 2030 COACH Holiday theme and visual brand Includes: development theme and tagline, moodboard, defining a roll-out event for theme with experiential aspect and the visual display and pop-up design experience communicating the concept/concept sketches.	80% of students demonstrate a "Superior" (rating 5) or "Strong" (rating 4) level of mastery.	21 students completed the assignment. 19 of the 21 (91%) students achieved either "Superior" or "Strong" rating.	Standard was met.
(Direct) The Internship Supervisor Evaluation (semester) was used with focus on the following question: Student's ability to promote apparel effectively through visual merchandising, writing and media, public relations, and fashion events.	80% of student receive a rating of Excellent (5) or Good (4) from the Internship Supervisor.	Survey data from 7 of 8 Internship Supervisors was available. Six (6) students received a rating of "Excellent" with a score of 5, while one (1) student received a "Good" rating with a score of 4.	100% of surveyed internship supervisors rated their Marymount University intern as Excellent or Good regarding their ability to promote apparel effectively through visual merchandising, writing and media, public relations, and fashion events.  Standard was met.

**Interpretation of Results**

**Analysis and Implications:** *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Based on the above results, the learning outcome exceeded our expectations. In all direct and indirect measures, our fashion merchandising students exhibited competency in promoting through visual, written, and oral communication methods. Fashion merchandising faculty are very encouraged by this outcome.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

*The new PLO 2 will be as follows:*

*Promote apparel effectively through various written, oral, and visual communication techniques.*

With the implementation of the new PLO2, faculty will continue to support students in AA 111 and AA 211 to better their skills in visual, written, and oral communication to promote apparel. In addition, we will reinforce the communication techniques in an upper-level fashion merchandising course to help students better retain what they learned from the two courses. Consequently, the upper-level course that serves as a reinforcement can be added as a direct measure to this PLO.

**Learning Outcome 3: Apply the process of product development, including consumer and trend research, forecasting, and fabrication for the development of a product line that includes knowledge in technical design, pricing, sourcing, and retail distribution;**

Outcome Measures	Performance Standard	Data Collection	Result
(Direct) AA 407	80% of students assessed meet the “Superior” (rating 5) or “Strong” (rating 4) level of mastery	Faculty evaluated student learning outcomes in AA 407. In AY 19-20, the majority of students performed at the “Superior” (5 rating) or “Strong” (4 rating) for each dimension of the learning outcome: consumer trend research – 100% forecasting – 100% fabrication – 94% technical design – 80% pricing – 92% sourcing – 93% retail distribution – 100%  See detailed spreadsheet in Appendix.	Standard is met.
(Indirect) Graduating Student Survey, SP20 was used with focus on the following question: Conduct research to support a position.	80% of students responded with “Excellent” or “Good”	50% of the 8 students responding to the survey rated their learning as Excellent or Good.	Standard was not met.
(Direct) The Internship Supervisor Evaluation (semester) was used	80% of students receive a rating of Excellent (5) or	Survey data from 6 of 8 Internship Supervisors was available. Three (3) students received a rating of “Excellent”	Standard was met.

Outcome Measures	Performance Standard	Data Collection	Result
<p>with focus on the following question:</p> <p>Student's ability to apply the process of product development, including consumer and trend research, forecasting, and fabrication for the development of a product line that includes knowledge in technical design, pricing, sourcing, and retail distribution.</p>	Good (4) from the Internship Supervisor.	with a score of 5, while three (3) student received a "Good" rating with a score of 4.	

**Interpretation of Results**

**Analysis and Implications:** *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

From AA 407, the assessment on the learning outcome in various stages in product development was very satisfactory. This is supported and validated by the internship providers' feedback. However, a discrepancy can be found between the results from the graduating student survey and the positive results from AA 407 and internship.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

*The new PLO3 will be as follows:*

*Simulate the process of product development and explore various channels of distribution*

We will continue to directly measure outcomes from AA 407 Product Development II course. In addition to AA 407, fashion faculty will add direct measures from AA 330 Omni-channel Retailing, to directly measure the outcomes of the new PLO3. To achieve learning outcomes related to conducting research in the old PLO3 and the new PLO4 (see below) , fashion merchandising faculty will strengthen our students' ability to effectively conduct research related to fashion and consumers to enhance their career readiness in AA 407 and in other upper-level fashion merchandising courses.

**Learning Outcome 4: Conduct merchandising research and consumer data analysis for the application to solving merchandising problems.**

Outcome Measures	Performance Standard	Data Collection	Result
(Direct) AA 483 (formerly AA 422) Final Term Paper	80% of students in AA 483 received a score of 80 or better in their final term paper.	Out of the 11 students in AA 483 in Spring 2020, all 11 students scored an 80 or above on their term paper. These scores were pulled from the course Canvas page.	100% of students (11 out of 11) in 20/SP AA 483 received a grade of 80 or better on their term paper.  Standard was met.
(Indirect) Graduating Student Survey, AY 19-20 The survey results were evaluated for 3 survey questions: Student's ability to... <ul style="list-style-type: none"> <li>Conduct research to support a position</li> </ul>	80% of graduating students completing the survey will rate their ability as "Excellent" or "Good"	8 students completed the survey in AY 19-20. The survey results are: <ul style="list-style-type: none"> <li>Conduct research to support a position (50%)</li> <li>Use quantitative/qualitative</li> </ul>	Standard was not met.

Outcome Measures	Performance Standard	Data Collection	Result
<ul style="list-style-type: none"> <li>Use quantitative/qualitative techniques within your professional field.</li> <li>Solve problems in your field using your knowledge and skills.</li> </ul>		techniques within your professional field. (75%) <ul style="list-style-type: none"> <li>Solve problems in your field using your knowledge and skills. (75%)</li> </ul>	
(Indirect) Alumni Survey, AY 19-20 The survey results were evaluated for 3 survey questions: Alumni ability to... <ul style="list-style-type: none"> <li>Conduct research to support a position</li> <li>Use quantitative/qualitative techniques within your professional field.</li> <li>Solve problems in your field using your knowledge and skills.</li> </ul>	80% of alumni completing the survey will rate their ability as “Excellent” or “Good”	14 Fashion Merchandising program alum’s responded to the survey questions in AY 19-20: <ul style="list-style-type: none"> <li>Conduct research to support a position (50%)</li> <li>Use quantitative/qualitative techniques within your professional field. (50%)</li> <li>Solve problems in your field using your knowledge and skills. (50%)</li> </ul>	Standard was not met.
(Direct) Internship Supervisor Evaluation results	80% of students will receive a rating above the 3 (for 5-pt scale) or 5 (for the 10-pt scale)..	Missing data for 2 of the 8 students who participated in internships. There are two different scales for rating from the site supervisors – either 1-5 (with 5 being the highest score) or 1-10 (with 10 being the highest score). From Holly Leppert in Career Services: “For this question I would probably use two different ranking scales if you can. 1 to 5 and then 1 to 10 for students that were scored above a 5.” Using this survey instrument, three (3) students scored “Excellent” with a score of 5 (using the 5-point scale). One (1) student scored a 10 (using the 10-point scale). One (1) student scored a 7 (using the 10-point scale). One (1) student scored an 8 (using the 10-point scale).	The results indicate that the Internship Supervisor Evaluation should be revised for clarity and consistency with the new PLO’s.

**Interpretation of Results**

**Analysis and Implications:** *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

The learning outcomes related to conducting merchandising research and solving problems in AA 483 exceeded expectations. However, fashion merchandising faculty recognizes some discrepancies from the results of the graduating student survey and the alumni survey as the indirect measures. We need to identify possible reasons for the discrepancy.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

*The new PLO4 will be as follows:*

*Conduct consumer and fashion research to solve merchandising problems.*

With the above change, fashion merchandising faculty will identify the reason for the discrepancy between the outcome of AA 483 and the results from the graduating student survey and the alumni survey. Faculty will support students in achieving their competency in conducting research through having library information sessions and introducing foundational framework by teaching relevant theories. In an effort to help students to apply theories to real-world merchandising problems, faculty will continue to give projects that reflect the ever-changing business environment in the fashion industry. In addition to the efforts to enhance the curriculum to meet the learning objectives, faculty should accept the feedback from internship providers and revise the Internship Supervisor Evaluation to more clearly define the outcome measures and align with the AY 20-21 program learning outcomes.

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**Appendices** (please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)

**Direct Measures for PLO 1**

**Results from AA 382 Test 2**

**Q10**

**100% of the students correctly answered to the question asking the two elements that make up retail price**

**Retail price=Cost + Markup**

**No need for a screenshot as the instructor manually graded this test question on Canvas.**

**Q11**

Attempts: 18 out of 18

What is the cumulative markup percent on three groups of scarves when (a) 200 units are bought at \$100, (b) 300 units are bought at \$115, and (c) 500 units are bought at \$125? Each scarf retails at \$250.

53.20	3 respondents	17 %	
[53.00..54.00]	6 respondents	33 %	
Something Else	9 respondents	50 %	

50% answered correctly

**Q12**

Attempts: 17 out of 18

Original Retail Price	Markdown Percent	Marked down dollar amount	Marked down retail price	Units marked down	Total markdown dollars
\$30	10%	[A]	[B]	250	[C]
[D]	40%	[E]	\$85	550	[F]
\$3,000	[G]	[H]	\$2,400	4	[I]

**E** C A B D F G H I

56.67	3 respondents	17 %	<input checked="" type="checkbox"/>
56		0 %	<input type="checkbox"/>
57		0 %	<input type="checkbox"/>
Something Else	11 respondents	61 %	<input type="checkbox"/>
No Answer	4 respondents	22 %	<input type="checkbox"/>

17% answered correctly

### Q21

Attempts: 17 out of 18

What is the formula for Initial Retail Price?

Initial Retail Price=  $[A]/(1-[B])$

**A** B

Cost	15 respondents	83 %	<input checked="" type="checkbox"/>
Something Else	2 respondents	11 %	<input type="checkbox"/>
No Answer	1 respondents	6 %	<input type="checkbox"/>

83% answered correctly

### Q22

Complete the following grid.

Cost	Maintained Markup Objective	Anticipated Markdowns	Initial Markup Percent	Initial Retail Price
\$80	48%	30%	[A]	[B]
\$52	25%	20%	[C]	[D]
\$1,500	70%	5%	[E]	[F]

- A** **B** **C** **D** **E** **F**

60%	10 respondents	56%	
60	1 respondents	6%	
0.6		0%	
Something Else	6 respondents	33%	
No Answer	1 respondents	6%	

61% answered correctly

**Instructor’s assessment on each student’s learning outcome from AA 111 Spring 2020**

**Promote apparel effectively through visual merchandising, writing and media, public**

**PLO 2 - AA-111 relations, and fashion events;**

PLO	Writing and Media	Public Relations	Fashion Events	Possible Scores
Canvas Rubric	Icons of Style	Celebrity Style & Branding	Fashion Editorial &	
Superior & Strong (n)	21	21	22	
Superior & Strong (%)	84.0%	84.0%	88.0%	
Adequate (n)	2	2	0	
Adequate & Incomplete (n)	2	2	3	
Total Responses	25	25	25	
Median Response	4.00	4.00	4.00	
Average Response	3.44	3.32	3.24	

**A sample project from AA 111**

1. Identify five individuals, or five style trends/apparel items from the last 60 years, that fit the format of our recognized definition of “icon”.(You may select a mix of women and men, that appeal to your personal interests in styling).
  2. Find an image of each iconic signature look and provide short written analysis of the following elements: inspiration, design and fabrication, related sub-genre.
  3. Research recent major runway collections (five years) and identify a look that you feel has been inspired by each of your identified style icons. Explain your analysis of the styling or designer interpretation in paragraph format with visual references.
  4. USE MLA format for essay structure, citations and referencing.
- Submit your report via Canvas using Word, Google Docs link, PDF or PPT document.

**PLO 2 - AA 211**

**Instructor’s assessment on each student’s learning outcome from AA 211 Spring 2020**

**PLO 2 - AA-211** promote apparel effectively through various written, oral, and visual communication techniques;

	<b>PLO</b>	<b>Visual Merchandising</b>
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<b>Superior &amp; Strong (n)</b>	<b>19</b>
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<b>Superior &amp; Strong (%)</b>	<b>90.5%</b>
<b>Adequate (n)</b>	<b>2</b>
<b>Inadequate &amp; Incomplete (n)</b>	<b>0</b>
<b>Total Responses</b>	<b>21</b>

<b>Median Response</b>	<b>3.00</b>
<b>Average Response</b>	<b>3.24</b>

### **A Sample Project from AA 211**

**AA 211: Project 2**  
**Windowswear – COACH Competition**

**Development of 2030 COACH Holiday theme and visual brand**

**Includes: development theme and tagline, moodboard, defining a roll-out event for theme with experiential aspect and the visual display and pop-up design experience communicating the concept/concept sketches.**

### **Direct Measures to PLO 3**

**Instructor’s assessment on each student’s learning outcome from AA 407 Fall 2019**

Students apply the process of product development, including consumer and trend research, forecasting, and fabrication for the development of a product line that includes knowledge in technical design, pricing, sourcing, and retail distribution;

Consumer Trend Research	Forecasting	Fabrication	Technical Design	Pricing	Sourcing	Retail Distribution
3.5	3.5	4		4	4	4
3.5	3.5	4		2.5	4	4
3	3	1		0	1	4
3.5	3	4		2.5	4	4
3.5	3.5	4		4	4	4
3.5	3.5	3.5	3			4
4	4	4	3.5			4
2.5	4	4		4	4	4
4	4	4	3			4
3.5	3.5	3.5	3.5			4
2.5	4	4		3	4	4
3	3	3		3	3	4
3.5	3.5	4		4	4	4
3	3	3		3	3	4
2.5	2.5	2.5	2			4
2.5	3.5	3.5		2.5	3.5	4
2.5	4	4		3	4	4
2.5	3.5	3.5		2.5	3.5	4

Possible Scores	
4	Superior
3	Strong
2	Adequate
1	Inadequate
0	Incomplete

18 100.0%	18 100.0%	17 94.4%	4 80.0%	12 92.3%	12 92.3%	18 100.0%
0	0	0	1	0	0	0
0	0	1	0	1	1	0
18	18	18	5	13	13	18

3.50	3.50	4.00	3.00	4.00	4.00	4.00
3.14	3.47	3.53	3.00	2.92	3.54	4.00

## Direct Measures to PLO 4

### Grades from the final term paper in AA 483 Spring 2020, as a direct measure to PLO 4

#### Guidelines for the final term paper

Find an apparel company of your choice. Please select a publicly traded company so that you can utilize public information available through library databases and other online sources. Please prepare a term paper answering the following questions supported with reasonable arguments supported by appropriate information from reliable sources. Please refer to the points assigned to each question to determine the depth of discussion and length of answer.

1. Identify management roles and responsibilities by drawing an organizational chart, and explaining briefly the responsibility of each position(10 points)
2. How is this company positioned in the market? Critique the positioning of the company by analyzing the below characters of the company and its products.
  - 2a. Who are the target customers? (3 points)
  - 2b. What is the retail format and structure? (3 points)
  - 2c. What are the products that they sell? Are they profitable products? Why? (3 points)
  - 2d. How does the company effectively or ineffectively compete with similar companies? Compare the products and prices with the competitors and identify competitive advantage(s) or disadvantage(s). (6 points)
3.
  - 3a. Synthesize information on merchandise planning and control, such as measures of productivity, profit and loss statements, and inventory management strategies. (10 points)
  - 3b. How would you evaluate the performance of this company? Explain why. (5 points)
  - 3c. What can the company do to enhance its performance in the market? (15 points)
4. Explain the company's sourcing practice and philosophy behind it. Evaluate its sourcing practice and explain how it aligns with the need to adopt sustainability in the apparel industry. (15 points)
5. Provide two examples of the company's integrated marketing communication (e.g., advertisement, public relation, social media, sales promotion), one effective and the other one ineffective.
  - 5a. Describe the effective communication. Why is it effective? (3 points)
  - 5b. Describe the ineffective communication. Why is it ineffective? Explain why. (3 points)
  - 5c. What can the company do to enhance communication with consumers? Develop a specific strategy. (9 points)
6. Find information on the level of customer service that the company provides. Evaluate whether or not it is an appropriate level of customer service. In other words, does the company's level of service meet the expectation of the target customers? Explain why. (9 points)
7. What did you learn from this project?(6 points)

#### AA 483 Term Paper Grades

Final Term Paper Sub... Out of 100
80
85
93
93
91
120
98
92
92
91
93

Note: the student who received 120 out of 100 submitted an excellent paper that far exceeds the expectation. The paper was written at a graduate level, supported by extensive secondary research, resulting in earning significant extra credits.

## Indirect Measures

### Graduating Student Survey AY 19-20 and Alumni Survey Data

## 2019-20 Graduating Student Survey -- Evaluation of Preparation

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AS : UG : Fashion Merchandising (B.A.)

	<b>Responses</b>	<b>% Good or Excellent</b>	<b>Mean</b>	<b>Std Dev</b>
Find a job in your field.	8	50.0	3.00	1.20
Succeed in a job in your field.	7	42.9	3.00	1.15
Attain a promotion within your existing employment situation.	8	37.5	3.25	0.71
Pursue more education in your field.	8	50.0	3.38	0.74
Conduct research to support a position.	8	50.0	3.50	0.53
Develop a coherent written argument.	8	37.5	3.38	0.52
Deliver a coherent oral presentation.	8	75.0	4.13	0.83
Use quantitative/qualitative techniques within your professional field.	8	75.0	3.88	0.64
Determine the most ethically appropriate response to a situation.	8	75.0	3.75	0.46
Understand the major ethical dilemmas in your field.	8	75.0	3.75	0.46
Work as part of an effective team.	8	62.5	3.75	0.71
Lead a team.	8	75.0	4.00	0.76
Manage time effectively.	8	75.0	4.00	0.76
Use technology effectively in a workplace environment.	8	62.5	3.38	1.30
Apply knowledge and skills to new situations.	8	75.0	4.00	0.76
Solve problems in your field using your knowledge and skills.	8	75.0	4.00	0.76
Find appropriate sources of information.	8	75.0	3.88	0.64
Evaluate the quality of information (e.g. scholarly articles, newspapers).	8	75.0	4.00	0.76

Responses on a 5 point scale: 1 (Poor) to 5 (Excellent)

**2019 Marymount Alumni Data -- By Program**

2008-09 Respondents:	4	
2013-14 Respondents:	7	Undergraduate
2017-18 Respondents:	3	Design, Arts, and Humanities
<b>Total Respondents:</b>	<b>14</b>	Fashion Merchandising (B.A.)

<i>From your experience at MU, how would you rate each of following?</i>	<b>Percent Good or Excellent*</b>	<b>Valid N</b>
Overall experience	61.5%	13
Academic quality	57.1%	14
Major department or academic program	57.1%	14
Library and Learning services	71.4%	14
Academic advising	50.0%	14
Marymount's academic reputation	50.0%	14

*For each of the following skills, please indicate how well you believe your education prepared you to:*

Find a job in your field	35.7%	14
Pursue more education in your field	28.6%	14
Find appropriate sources of information	64.3%	14
Evaluate the quality of information	61.5%	13
Conduct research to support a position	50.0%	14
Develop a coherent written argument	64.3%	14
Deliver a coherent oral presentation	71.4%	14
Use quantitative/qualitative techniques within your professional field	50.0%	14
Determine the most ethically appropriate response to a situation	57.1%	14
Understand the major ethical dilemmas in your field	50.0%	14
Use technology effectively in a workplace environment	42.9%	14
Apply knowledge and skills to new situations	66.7%	12
Solve problems in your field using your knowledge and skills	50.0%	14
Work collaboratively with people from diverse backgrounds	78.6%	14
Apply education to serve others in your community	35.7%	14

**Internship Evaluation Survey**

Ability to Identify Salable Apparel Based on Quality, Appropriateness, Price, Quality Market, and Aesthetic Appearance (PLO 1)	Ability to Promote Apparel Effectively Through Writing and Media, Public Relations, and Fashion Events (PLO 2)	Ability to Apply Merchandising Mathematics (PLO 4)	Ability to Understand Trade Regulations, Import Laws and Process, and International Markets (PLO 3)
5	5	5	5
5	5	7	4
5	5	10	5
5	4	8	4
No data	No data	No data	No data
5	5	5	4
5	5	No data	No data
5	5	5	5

For entire internship report: <https://docs.google.com/spreadsheets/d/1QmqyO5p9BA2KTIq8BrCXLRH1LgplX-n9-uuwSUSYR7M/edit#gid=0>