

AN EVALUATION OF THE CLOTHING AND FASHION
MERCHANDISING PROGRAM AT THE TEXAS
WOMAN'S UNIVERSITY BY THE
GRADUATES AND AREA
RETAILERS

A THESIS

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BY

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CHAPTER I

INTRODUCTION

The term "fashion" is very complex because it implies something different to each individual. According to de Paola and Mueller (3), "Fashion means acceptance. It is a business which requires innovation. It is reflective of people and their environment. It means imitation and at the same time self-expression." Since fashion is merely a style accepted by a number of people, there may be many fashions prevalent at the same time. As new styles are gaining acceptance old styles are being discarded. For a style to be accepted it must be acquired, usually by purchasing from an individual or business. Americans purchase nearly 80 billion dollars worth of fashions per year; thus, fashion is big business.

The merchandising of a fashion begins with a study of the customer. The customer's needs and wants must be analyzed, then the predicted "fashions" are produced and sold. This chain of events is termed fashion merchandising, which is defined as "directing the flow of fashion goods from producer to consumer in order to profitably satisfy consumer wants and needs" (3).

Human beings become bored very easily thus, the customer's desire for new products constantly challenges the fashion industry to provide newness and variety. In filling this need, the fashion industry creates jobs and revenue. Since it is the consumer that decides fashion, the industry merely responds to the current changes that society is undergoing. These changes are political, legal, social, technological, and/or economic, and are usually reflected in fashions. For a style of clothing to be a fashion it must be accepted by a large number of people, and the style must be produced to make it accessible to the consumers. Fashion means producing and marketing new styles which will have widespread appeal. Although the items may be mass produced and mass purchased there is a certain amount of individuality or self-expression. A consumer interprets a fashion by choosing a style that fits her personality or her perception of herself (3).

Much has been written about the future of retailing, and predictions have been made as to the direction of retailing. Fashion retailing is expected to be as fast paced in the future as it has been in the past. Retailers are expected to rely on marketing research, as the days of following intuition and guesswork are gone. Computers will be used even more to improve the efficiency of the department

and total store. Besides instant credit authorization procedures, retailers will be using a direct billing computer where the funds will be transferred from customers' accounts to the store's account. Greater competition is expected; therefore, the larger firms will hold a larger share of the market. Due to the increase in competition, stores will demand more knowledgeable employees. Gold (6) devoted a whole chapter to a list of predictions for the future. Among these are:

Self service and self selection will become more sophisticated. If a customer does not find the merchandise she wants on display, she will feed a punch card into a machine. There will be a signal that will tell her if the store has the merchandise in stock or not. If the store does have the merchandise it will move from stockroom to customer on a conveyor belt.

Retail establishments must be competitive with one another in order to survive and prosper. The same holds true with universities. Programs constantly must be evaluated to determine if the needs of the students, as well as employers, are being met.

General Statement of the Problem

It was believed an investigation was needed to determine whether the educational needs of the Clothing and Fashion Merchandising students at the Texas Woman's University were being met. Two surveys were used to collect data. The

first questionnaire was distributed to 50 Texas Woman's University Clothing and Fashion Merchandising majors who graduated between May 1974, and December 1979. The survey was designed to determine if past graduates were satisfied with the educational background provided by the Clothing and Fashion Merchandising program at the Texas Woman's University. The second questionnaire was distributed to management personnel at 15 fashion retailing establishments in the Metroplex in order to determine retailers' evaluations of Texas Woman's University graduates. An assessment was made of their general views of available Fashion Merchandising programs, and how the graduates of the Texas Woman's University compare to those of other university graduates. This study should be helpful if the Texas Woman's University is to continue to graduate successful business women who must compete with the graduates of other universities, by providing data to be used in making changes in the Clothing and Fashion Merchandising program.

Objectives

The objectives for the study were as follows:

- 1) To determine the present employment and job status of selected past graduates.
- 2) To determine the value of the Clothing and Fashion Merchandising program at the Texas Woman's University

by selected graduates of the program.

3) To determine the long range goals of Clothing and Fashion Merchandising majors in retailing.

4) To determine the long range goals of those students no longer in retailing and their reasons for leaving.

5) To determine the response of the participating retailers to the educational background of selected graduates.

6) To offer suggestions, if needed, to revise the Clothing and Fashion Merchandising program at the Texas Woman's University.

Limitations

The limitations for the study included:

1) The number of responses to the survey from past graduates as based on correct addresses.

2) The past graduates recall of fashion merchandising courses taken at the Texas Woman's University.

3) The lack of knowledge of store personnel concerning the Clothing and Fashion Merchandising program at the Texas Woman's University.

Delimitations

1) Those surveyed were graduates of the Clothing and Fashion Merchandising program at the Texas Woman's University from May, 1974 to December, 1979.

2) The courses evaluated were from the Department of Textile Science and Clothing as well as from the Department of Business and Economics.

3) The retailers chosen for the survey were those in the Metroplex area who have employed graduates of the Clothing and Fashion Merchandising program at the Texas Woman's University.

CHAPTER II

REVIEW OF LITERATURE

The following review of literature was compiled to determine what traits, characteristics, and experiences make a successful fashion merchandiser. This review of literature was based on the findings of other researchers as to the characteristics of a competent fashion merchandiser.

Educational Requirements

Retailing is a people and profit oriented function, thus, the student's education should reflect these areas. The New York University School of Retailing did an extensive study on the recommendations of retailers. It was found that a college education is highly advised. The retailers also recommended specific courses, such as Business Administration, Merchandising Mathematics, English, and Human Relations (5). Cole (2) surveyed retailers in Florida as to courses which are valuable in a fashion retailing career. They rated basic textiles, basic construction, merchandising, and business courses as very high. Also recommended were art, design, and "sociological aspects" of clothing as

helpful but not extremely important. This group of retailers saw Clothing and Textile courses as more important than Human Relation courses as stated in the New York University survey.

Cooperative Education

Cooperative education is an educational program whereby the student participates in work activities directly related to her career goal while attending school concurrently or alternately (12). Students that participate in cooperative education programs have proven they are more knowledgeable about their jobs, enjoy their work more, and thus stay in the chosen field longer than students who have not participated in any type of cooperative education program (2). Educators feel that a program such as cooperative education cannot be duplicated in the classroom. Students learn first hand the practical experience as an expansion of their classroom education. This combination better prepares the student to enter the job market with confidence, experience, and competence. The businesses that hires cooperative education students also benefit from the experience. They have the opportunity to train, and thus "hand pick" prospective employees. Cooperative education has been shown to be beneficial in further educating the student about her chosen field.

The future of retailing looks optimistic yet very competitive. For a graduate to succeed in the field, a combination of theoretical training and practical experience is needed. The purpose of this study was to evaluate the Clothing and Fashion Merchandising program at the Texas Woman's University to see if it meets the needs of graduates and employers.

CHAPTER III

PROCEDURE

The following is an overview of the procedures used to conduct and meet the objectives of the study:

1) To develop a questionnaire which could help determine the opinions of selected graduates of the Clothing and Fashion Merchandising program at the Texas Woman's University.

2) To develop a questionnaire which could help determine reactions of management of participating stores to the performance of Texas Woman's University graduates.

3) To administer the questionnaire to the 50 graduates whose addresses could be found.

4) To administer the questionnaire to the 25 stores who have participated in Cooperative Education or who have hired graduates of Texas Woman's University.

5) To interpret the findings.

Selection of Sample

The 50 subjects were graduates of the Texas Woman's University who majored in Clothing and Fashion Merchandising program in the Department of Textile Science and

Clothing, and who graduated between May, 1974, and December, 1979. The 25 stores surveyed were those who had employed Clothing and Fashion Merchandising graduates from the Texas Woman's University.

Graduate Questionnaire

The questionnaire for the graduates consisted of four parts. The first part asked personal data, while the second part of the survey requested information concerning the graduate's education, including transfer credits. The third part dealt with the graduate's vocation, including information on present employment, responsibilities, earnings, and an inquiry into why a graduate may have left the retailing field. An evaluation of the courses in both the Department of Business and Economics and the Department of Textile Science and Clothing was included in part four.

Retailers' Questionnaire

The questionnaire developed for the retailers was intended to determine their opinion of the Clothing and Fashion Merchandising graduates. A list of required courses in the Department of Business and Economics and the Department of Textile Science and Clothing was evaluated by the store managers regarding their importance and usefulness in retailing.

The questionnaire was mailed to the selected graduates and retailers along with a cover letter and stamped, return envelope. In order to comply with requirements of the Human Subject Research Review Committee of the Texas Woman's University, the required statements were included in each cover letter. A follow-up postcard was sent two weeks following the mailing of the questionnaire.

Analysis of Data

A data analysis was compiled to provide frequency tables and percentage tables. Bar graphs are used to depict differences in responses by the two samples in the population.

CHAPTER IV

RESULTS AND DISCUSSIONS

The purpose of this study was to evaluate the merit of the Clothing and Fashion Merchandising Program at the Texas Woman's University. The data were collected from students who had graduated between May, 1974 and December, 1979, and from retailers who have employed graduates of the Clothing and Fashion Merchandising Program at the Texas Woman's University. Following are the results obtained from this study.

Description of the Graduate Sample

A total of 50 questionnaires was mailed to past graduates accompanied by a cover letter. None of these questionnaires was returned due to the wrong address. Twenty-three questionnaires were completed and returned by the graduates giving a 46 percent response.

Description of the Graduate Questionnaire and Results Obtained

The questionnaire composed for the graduates consisted of three sections: personal data, educational data, and vocational data. The personal data section was used to

determine demographics. The educational data were to supply information regarding the extent of the graduates' education. The vocational data section provided information as to the present employment, past work experience, and goals of the respondents. They were also asked to evaluate the required courses in the Clothing and Fashion Merchandising Program at the Texas Woman's University. The information obtained from this questionnaire follows.

Personal Data

The personal data section consisted of four questions used to gather demographic information about the respondents. It was found that 52.2 percent were 20-24 years of age, 34.8 percent were 25-29 years of age, 8.7 percent were 30-34 years of age, and 4.3 percent were 35-39 years of age. None of the respondents was over 39 years of age.

The marital status data showed that 56.6 percent of the respondents were single, 39.1 percent were married, and 4.3 percent were divorced. None of the respondents was separated nor widowed.

Most of the respondents (78.2 percent) were childless, 13.0 percent had one child, one person had two children and one had three children. The ages of the children ranged from newborn to 17 years of age. From the data collected,

the majority of the respondents were 20-24 years of age, single, and childless.

Educational Data

The educational data section provided information about the graduate's formal education. Information was also sought as to the number of graduates who have taken, or plan to take, graduate work.

It was found that 56.6 percent of the graduates had completed all four years at Texas Woman's University, whereas 43.5 percent had transferred. Of the transferees, 18.2 percent transferred in their Sophomore year, 16.3 percent transferred in their Junior year, and 18.2 percent transferred in their Senior year. Table 1 shows the distribution of the data pertaining to why the graduates had transferred to the Texas Woman's University. The single most common reason for transferring to Texas Woman's University was the unavailability of a Fashion Merchandising program at the previous school. "Other" received the largest percentage overall. Listed among the other reasons were: married-living in Fort Worth, wanted a B.S. degree, wanted to find a school which would accept my other school credits, and one desired to be near Dallas - to see the fashion industry in Dallas. The reputation of the Clothing and Fashion Merchandising program at the Texas Woman's University, financial reasons, and

TABLE 1

REASONS FOR GRADUATES IN THE SAMPLE TO TRANSFER
TO THE TEXAS WOMAN'S UNIVERSITY

Reason	Number of Responses	Percentage of Responses
Unavailability of Fashion Merchandising curriculum at previous school.	4	30.8
Excellent reputation of the Clothing and Fashion Merchandising Program at Texas Woman's University.	1	7.7
Financial Reasons.	1	7.7
Dissatisfaction with previous school.	1	7.7
Other.	6	46.2

dissatisfaction with previous school were checked by only one graduate each, as reasons for transferring to Texas Woman's University.

An analysis of the graduation dates reveals that the greatest number of respondents graduated in the spring semesters of 1978 and 1979. This may be due to the fact that the spring semester is consistently the largest graduating class. The greater response from the two most recent school years may be due to the reliability of the available addresses of the graduates.

Of the graduates responding to the questionnaire, 52.2 percent have considered graduate work and 21.7 percent have taken graduate classes. However, none of the respondents had completed a graduate degree.

In summary, more than half of the respondents had completed all four years at Texas Woman's University. Of the 43.5 percent who had transferred, 44.4 percent did so due to the unavailability of a Fashion Merchandising program at the previous school. Most of the respondents had graduated in the last two years - 1978 and 1979. The spring semester graduates of each year returned the largest number of questionnaires.

The majority of the respondents have considered taking graduate work. Only a small number actually have taken any graduate work, while none have received an advance degree.

Vocational Data

This section was designed to provide information regarding present job status, past work experience, and the projected long range goals of the graduates. The vocational data section included specific questions related to merchandising positions. The graduates were given an opportunity to evaluate the Clothing and Fashion Merchandising

program at Texas Woman's University and to express their opinions and make constructive criticisms.

The respondents reported that 87 percent had been employed in merchandising since graduation. Of this 87 percent, 61 percent had participated in an executive training program. Those in the merchandising field have a wide range of job titles including owner of a drapery company, catalog order buyer, president of an export company, management trainee in ladies apparel, assistant manager, and salesperson.

A majority of the respondents experienced no change in job classification. The number of times a graduate's job classification changed ranged from zero to six. Table 2 and Figure 1 show the distribution of salary ranges of the respondents. One out of five of the respondents is earning under \$9,000 annually and the same number is earning more than \$16,500. Almost 16 percent earn over \$18,000 per year.

Long range career expectations were analyzed in order to determine what goals the graduates hoped to attain. These data are shown in Table 3. The largest percentage (40.0) of graduates aspire to be store owners-managers with market representative being the second most popular goal with 20.0 percent. None indicated they desired to be a buyer, branch manager, or store president.

TABLE 2
CURRENT SALARY RANGES

Salary Range	Number of Responses	Percentage of Responses
Under \$9,000	4	21.0
\$9,000 - \$10,500	3	15.8
\$10,501 - \$12,000	1	5.3
\$12,001 - \$13,500	3	15.8
\$13,501 - \$15,000	2	10.5
\$15,001 - \$16,500	2	10.5
\$16,501 - \$18,000	1	5.3
Over \$18,000	3	15.8

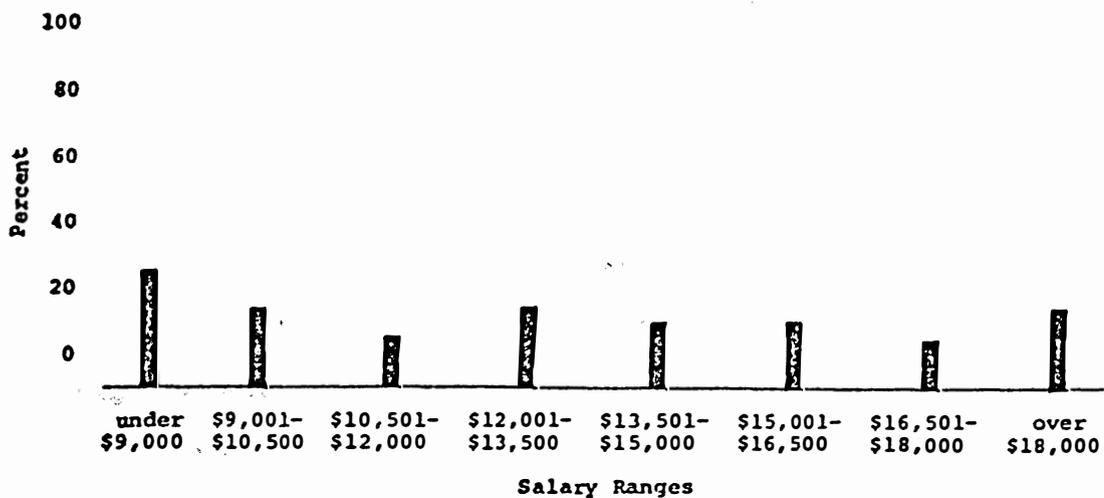


Fig. 1. Current salary ranges.

TABLE 3

LONG RANGE CAREER EXPECTATIONS OF TEXAS
WOMAN'S UNIVERSITY GRADUATES
CURRENTLY IN RETAILING

Title	Number of Responses	Percentage of Responses
Buyer	0	0.0
Area Manager	1	6.7
Branch Store Manager	0	0.0
Divisional Merchandise Manager	1	6.7
Store Vice-President	1	6.7
Store President	0	0.0
Market Representative	3	20.0
Owner-Manager	6	40.0
Other	2	13.3
Unknown	1	6.7

The survey revealed that over 43 percent are still employed in retailing. Of those who have left the merchandising field, the majority left after fewer than three years of employment.

When asked the reasons why they had left the field, the graduates offered more than one reason. The results are shown in Table 4.

TABLE 4

REASONS TEXAS WOMAN'S UNIVERSITY GRADUATES
HAVE LEFT MERCHANDISING

Reasons	Number of Responses	Percentage of Responses
Marriage	1	4.0
Family Responsibilities	0	0.0
Pregnancy	1	4.0
Insufficient Wages	8	32.0
Managerial Attitudes	6	24.0
Too Physically Demanding	1	4.0
Too Mentally Demanding	0	0.0
Further Education	1	0.0
Other	7	28.0

Insufficient wages and managerial attitudes, were the major reasons given for leaving merchandising. Those reasons given under "Other" included: was not happy in merchandising, needed to be more aggressive, did not feel stimulated, and too limiting - no future.

The survey revealed that if they were starting over 43 percent stated they would choose another career, and over 10 percent stated that they were undecided. Thirty-nine percent of the respondents felt that the curriculum at Texas

Woman's University prepared them for a realistic view of merchandising. Almost 5 percent of the subjects had no comment, therefore over 50 percent felt that the program did not prepare them for the fashion merchandising field. The graduates expressed their feelings toward the curriculum. Following are some of the representative comments by the respondents:

Very little practical application was supplied--especially in business courses. Career alternatives were not discussed; not enough exposure to garment industry in Dallas area.

The student should have to work - get work experience close to a buyer, etc. to get a taste of what they are going into.

More emphasis could be made on the business side of the business rather than dwell so much on sewing.

The curriculum did not, however, the Cooperative Education program at Texas Woman's University is the best in the area.

Basically, theory is fine but I feel that it would be more realistic if students could be exposed to actual incidents involving their related solutions, actions, etc.

Tables 5 and 6 shows the results of the evaluation of Clothing and Fashion Merchandising required courses by the graduates. Thirteen of the 27 courses received the highest percentage in Very Important by the graduates concerning the value in a merchandising career. Of these 13 courses, most were the business related courses. More than

TABLE 5
RANKING OF THE CLOTHING AND TEXTILE COURSE TITLES BY THE GRADUATES
IN PERCENTAGES

Course Number	Course Name	1	2	3	4	5	6
TSC 1001	Apparel and Personal Perception	17.4	17.4	21.7	13.0	4.4	26.1
TSC 1003	Fashion Apparel	17.4	21.7	21.7	13.0	4.4	21.8
TSC 1013	Clothing Construction	21.7	43.5	4.4	8.7	4.4	17.3
TSC 1053	Textile Fibers and Fabrics	34.8	34.8	4.4	8.7	0.0	17.3
TSC 2001	Personal Dress in Fashion Careers	17.4	13.0	21.7	17.4	0.0	30.5
TSC 2033	Apparel Industry	31.4	30.4	13.0	4.4	0.0	20.8
TSC 2053	Textile Finishing, Dyeing, and Printing	17.4	21.7	30.4	8.7	0.0	21.8
TSC 3001	Fashion Career Employment	21.7	21.7	17.4	13.0	0.0	26.2
TSC 3013	History of Costume	13.0	21.7	34.8	4.4	13.0	13.1
TSC 3043	Textile of Economics	21.7	21.7	34.8	4.4	8.7	8.7
TSC 3073	Mass Production Techniques and Equipment	21.7	39.1	13.0	4.4	0.0	21.8
TSC 4001	Executive Leadership in the Fashion Field	17.4	34.8	4.4	13.0	4.4	26.0
TSC 4053	Fashion Production	21.7	26.1	21.7	8.7	4.4	17.4
TSC 4113	Fashion Buying and Merchandising Techniques	39.1	30.4	4.4	4.4	0.0	21.7
TSC 4953	Cooperative Education	47.8	4.4	26.1	0.0	0.0	21.7

KEY

- 1 Very Important
- 2 Important
- 3 Neutral
- 4 Unimportant
- 5 Very Unimportant
- 6 No Response

TABLE 6
RANKING OF THE BUSINESS RELATED COURSE TITLES BY THE GRADUATES
IN PERCENTAGES

Course Number	Course Name	1	2	3	4	5	6
BUS 1093	Fundamentals of Business Enterprise	26.1	26.1	26.1	4.4	0.0	17.3
BUS 2043	Fundamentals of Accounting	39.1	17.4	17.4	0.0	4.4	21.7
BUS 3003	Principles of Management	43.5	30.4	4.4	0.0	0.0	21.7
BUS 3113	Principles of Marketing	52.2	34.8	4.4	0.0	0.0	8.6
BUS 3273	Personnel Management	60.9	21.7	4.4	0.0	0.0	13.0
BUS 4063	Retailing	52.2	30.4	8.7	0.0	0.0	8.7
BUS 4093	Principles of Selling	47.8	30.4	4.4	8.7	0.0	8.7
BUS 4133	Promotion Strategy	34.8	39.1	8.7	0.0	0.0	17.4
BUS 4363	Merchandise Management (Retail Math)	52.2	21.7	4.4	4.4	0.0	17.3
ECO 1013	Principles of Micro Economics	21.7	13.0	43.5	4.4	0.0	17.4
ECO 3013	Public Finance	13.0	43.5	17.4	0.0	4.4	21.7
MATH 1413	Introduction to Computer Science	34.8	8.7	30.4	0.0	8.7	17.4

KEY

- 1 Very Important
- 2 Important
- 3 Neutral
- 4 Unimportant
- 5 Very Unimportant
- 6 No Response

half of the graduates rated Principles of Marketing, Personnel Management, Retailing, and Merchandising Management as Very Important. Approximately one-third of them listed Textile Fibers and Fabrics, Fashion Buying and Merchandising Techniques, Fundamentals of Accounting, Promotion Strategy, and Introduction to Computer Science as Very Important. Almost one-half of the respondents rated Cooperative Education, Principles of Management, and Principles of Selling as Very Important. Those courses checked as Important by the largest percentage of the graduates were Fashion Apparel, Clothing Construction, Mass Production Techniques and Equipment, Executive Leadership in the Fashion Field, Fashion Production, Promotion Strategy, and Public Finance. The four one-hour courses in Clothing and Textiles were marked as Unimportant by more than 10 percent of the respondents.

In summary, the vocational data section indicated that the vast majority of the graduates had worked in the merchandising field. Over 50 percent of the graduates had participated or were currently participating in an executive training program. The largest single classification of annual income was under \$9,000 with over 50 percent of the subjects earning over \$12,000 annually.

Of the graduates who have left retailing, the greatest percentage worked in the field two years or less. The

two major reasons for leaving the field were insufficient wages and managerial attitudes.

Over 39 percent of the graduates stated that they would choose Clothing and Fashion Merchandising if they had to do it again. And the same percentage felt that the curriculum at Texas Woman's University prepared them for a realistic view of merchandising. The courses rated by over half of the graduates as being Very Important were Principles of Marketing, Personnel Management, Retailing, and Merchandise Management.

Comparative Relationships of Selected Variables

The tabulations of a number of the variables were cross-tabulated to determine if a relationship existed. The following is a summary of the findings.

Graduate Date/Salary Range

The first sets of data to be compared were graduation dates and salary ranges. There was no response from the graduates of the first two years of the study, 1974 and 1975. There were seven respondents who graduated in 1976. Their salaries ranged from under \$9,000 to over \$18,000 annually with no duplication of salaries. Two of the four graduates from the 1977 class did not comment on their salary. However, one graduate earns under \$9,000

and the other earns over \$18,000 annually. The salaries of the graduates of the last two classes tended to be lower but just as varied. Therefore a distinct relationship between the graduation date and the salary range was not apparent.

Marital Status/Salary Range

It was determined that the majority of the responding graduates earning under \$10,500 per year were married. Twice the number of graduates earning \$13,501 and more per year are single. Thus, there seemed to be a relationship between marital status and salary range.

Summary

The comparisons between some of the variables showed some relationships. However, no definite conclusions can be made from these comparisons.

There was not a direct relationship between the graduation date and salary range. However, a relationship between marital status and salary range seemed to exist.

Description of the Store Participant Sample

Twenty-five retailers in the Metroplex who had participated in Cooperative Education or had hired Texas Woman's University graduates were sent a questionnaire

accompanied by a cover letter. No survey was returned due to wrong address. Nine retailers returned the questionnaire giving a 36 percent return. Two retailers sent a reply stating that the "store manager who has supervised any of the students or graduates from TWU is no longer here" and "the time and logistics involved in determining Texas Woman's University graduates in our company is infeasible."

Description of the Store Participant Questionnaire

The store participant questionnaire consisted of 15 questions concerning the store, Texas Woman's University graduates, Cooperative Education students, and the Clothing and Fashion Merchandising curriculum. Retailers were also asked to evaluate the courses in the curriculum.

Results Obtained from the Store Participant Questionnaire

The first part of the survey dealt with the store's description. It was determined that 22.2 percent of the responding stores were large chain stores, 33.3 percent of the retailers were classified as specialty stores, and 22.2 percent checked the "Other" category. Those in the other classification listed themselves as a resident buying office and a specialty department store.

The retailers were questioned as to the number of branch stores in the Metroplex. One-third of the retailers

had 0-5 branches, 16.7 percent had 6-10 branches, 16.7 percent had 11-15 branches, and one-third had 16-20 branches in the Metroplex. The respondents represented 44 stores in the Metroplex area.

The area retailers responding to the questionnaire stated that 71.4 percent are still participating in the Cooperative Education Program at Texas Woman's University. The remainder are not participating in the Cooperative Education Program.

Of those retailers who responded, two have hired Clothing and Fashion Merchandising graduates from Texas Woman's University. The majority of the retailers were unable to answer question 5 (How many Texas Woman's University graduates are now employed by this store?) due to the time and logistics involved. One graduate is participating in the executive training program as a manager trainee and the other is an associate buyer with a buying office. None of the Texas Woman's University graduates have been dismissed by the retailers.

The store participants were asked to rate various requirements and traits as to their importance concerning employment. The results are found in Table 7. The two traits that all retailers rated as being Very Important were attitude and dependability, while almost 86 percent

TABLE 7

REQUIREMENTS AND TRAITS CONCERNING EMPLOYMENT
AS RATED BY RETAILERS

Characteristics	Very Important (Percent)	Important (Percent)	Neutral (Percent)
College Degree	0.0	42.9	57.1
Grades	0.0	57.1	42.9
School Activities	0.0	57.1	42.9
Community Work	0.0	42.9	57.1
Awards	14.3	28.6	57.1
Work Experience	57.1	42.9	0.0
Business Courses	0.0	57.1	42.9
Aggressiveness	57.1	42.9	0.0
Poise	42.9	57.1	0.0
Attitude	100.0	0.0	0.0
Enthusiasm	85.7	14.3	0.0
Personal Appearance	85.7	14.3	0.0
Health	71.4	28.6	0.0
Communication Skills	71.4	14.3	14.3
Dependability	100.0	0.0	0.0

rated enthusiasm and personal appearance as Very Important. More than half of the retailers rated work experience, aggressiveness, health, and communication skills as Very Important. The participants, encouraged to list additional qualifications, stated that personal motivation, flexibility, and competitiveness were Important. Grades, school activities, business courses and poise were rated as being Important by more than half of the retailers. Those requirements rated as neutral by the largest percentage were college degree, community work, and awards.

The final segment of the store participant questionnaire requested that the retailers evaluate the curriculum for Clothing and Fashion Merchandising as it applied to merchandising. Table 8 shows the evaluation of the Clothing and Textile courses. Over half of the stores rated Apparel and Personal Perception, Fashion Apparel, Personal Dress in Fashion Careers, and Fashion Buying and Merchandising Techniques as being Very Important. Approximately 60 percent of the subjects rated Clothing Construction and Executive Leadership in the Fashion Field as being Important in a merchandising career. Forty-three percent of the store participants checked Textile Economics as being Important. Only two courses, Textile Finishing, Dyeing, and Printing and Cooperative Education, were rated as Neutral by more

TABLE 8
RANKING OF THE CLOTHING AND TEXTILE COURSE TITLES BY THE STORE PARTICIPANTS
IN PERCENTAGES

Course Number	Course Name	1	2	3	4	5	6
TSC 1001	Apparel and Personal Perception	57.1	28.6	0.0	0.0	0.0	14.3
TSC 1003	Fashion Apparel	71.4	0.0	14.3	0.0	0.0	14.3
TSC 1013	Clothing Construction	28.6	57.1	0.0	0.0	0.0	14.3
TSC 1053	Textile Fibers and Fabrics	14.3	42.9	14.3	0.0	0.0	28.5
TSC 2001	Personal Dress in Fashion Careers	57.1	28.6	0.0	0.0	0.0	14.3
TSC 2033	Apparel Industry	42.9	28.6	14.3	0.0	0.0	14.2
TSC 2053	Textile Finishing, Dyeing, and Printing	14.3	14.3	57.1	0.0	0.0	14.3
TSC 3001	Fashion Career Employment	42.9	14.3	28.6	0.0	0.0	14.2
TSC 3013	History of Costume	14.3	14.3	14.3	42.9	0.0	14.2
TSC 3043	Textile Economics	14.3	14.3	42.9	0.0	0.0	28.5
TSC 3073	Mass Production Techniques and Equipment	14.3	14.3	28.6	14.3	0.0	28.5
TSC 4001	Executive Leadership in the Fashion Field	14.3	57.1	0.0	0.0	0.0	28.6
TSC 4053	Fashion Production	28.6	28.6	14.3	0.0	0.0	28.5
TSC 4113	Fashion Buying and Merchandising Techniques	57.1	28.6	0.0	0.0	0.0	14.4
TSC 4953	Cooperative Education	28.6	0.0	57.1	0.0	0.0	14.3

KEY

- 1 Very Important
- 2 Important
- 3 Neutral
- 4 Unimportant
- 5 Very Important
- 6 No Response

than half of the respondents. Of the 15 courses, only History of Costume and Mass Production Techniques and Equipment were rated as Unimportant by any of the stores. Table 9 deals with the evaluation of the business related courses by the store respondents. Fifty-seven percent of the respondents stated Personnel Management and Retailing were Very Important in merchandising and 43 percent rated Principles of Management, Principles of Selling, and Promotion Strategy as being Very Important. The course rated as being Important by 43 percent of the respondents was Merchandise Management, while Introduction to Computer Science was Important to 57 percent. Only one course, Principles of Micro Economics was rated Neutral by more than 40 percent of the respondents. Only two courses received an Unimportant rating; Accounting and Public Finance, by any of the retailers (14.3%).

When asked how Texas Woman's University Clothing and Fashion Merchandising graduates compare to those of other universities, 75 percent of the retailers rated the graduates as good. None were rated as excellent nor below average.

It was determined that 83.3 percent of the store participants felt that graduates who had participated in Cooperative Education or an Internship were more capable

TABLE 9
 RANKING OF THE BUSINESS RELATED COURSE TITLES BY THE STORE PARTICIPANTS
 IN PERCENTAGES

Course Number	Course Name	1	2	3	4	5	6
BUS 1093	Fundamentals of Business Enterprise	28.6	14.3	28.6	0.0	0.0	28.5
BUS 2043	Fundamentals of Accounting	28.6	0.0	28.6	14.3	0.0	28.5
BUS 3003	Principles of Management	42.9	28.6	0.0	0.0	0.0	28.5
BUS 3113	Principles of Marketing	28.6	28.6	14.3	0.0	0.0	28.5
BUS 3273	Personnel Management	57.1	14.3	0.0	0.0	0.0	28.6
BUS 4063	Retailing	57.1	14.3	0.0	0.0	0.0	28.6
BUS 4093	Principles of Selling	42.9	28.6	0.0	0.0	0.0	28.6
BUS 4133	Promotion Strategy	42.9	28.6	14.3	0.0	0.0	14.2
BUS 4363	Merchandise Management (Retail Math)	28.6	42.9	14.3	0.0	0.0	14.2
ECO 1013	Principles of Micro Economics	14.3	14.3	42.9	0.0	0.0	28.5
ECO 3013	Public Finance	14.3	14.3	28.6	14.3	0.0	28.5
MATH 1413	Introduction to Computer Science	0.0	57.1	14.3	0.0	0.0	28.5

KEY

- 1 Very Important
- 2 Important
- 3 Neutral
- 4 Unimportant
- 5 Very Unimportant
- 6 No Response

in job performance than those who have not had this experience. None of the retailers answered "no" to the question, while 16.7 percent marked "sometimes."

In summary, the majority of the responding store participants were specialty stores. One-third of the retailers had 0-5 branches or 16-20 branch stores in the Metroplex. The majority of the stores are still participating in Texas Woman's University Cooperative Education Program. Only two of the stores who answered question 6 have hired Texas Woman's University Clothing and Fashion Merchandising graduates at present. One of these graduates is an associate buyer whereas the other is participating in an executive training program as a manager trainee.

Attitude and dependability were rated as Very Important by all of the store respondents. The other traits rated as Very Important by the majority of the respondents were enthusiasm, work experience, aggressiveness, health, communication skills, and personal appearance. Additional qualities of personal motivation, flexibility, and competitiveness were added by some of the respondents.

The majority of the store participants rated the following courses from the Clothing and Fashion Merchandising curriculum as Very Important in a career in merchandising; Apparel and Personal Perception, Fashion Apparel,

Personal Dress in Fashion Careers, and Fashion Buying and Merchandising Techniques in the Clothing and Textile courses. Of the Business related courses, Personnel Management and Retailing were rated as Very Important by 57 percent of the respondents. Clothing and Fashion Merchandising graduates of Texas Woman's University were rated "good" by three out of four of the retailers when comparing Texas Woman's University graduates with graduates of other universities. It was determined that 83 percent of the participants felt that the graduates who had participated in Cooperative Education or Internship programs were more capable in job performance when compared to graduates who have not had this experience.

Description of the Two-Way Comparison

A comparison was made of the evaluation of the Clothing and Fashion Merchandising curriculum by the graduates and store participants in order to determine the combined ratings of each course. The results are depicted in Figures 2 through 7. The highest percentages in each group were used in the comparison. There were differences in the ratings of many of the Clothing and Textile courses especially Fashion Apparel, Apparel and Personal Perception, and Personal Dress in Fashion Careers - the retailers rating the courses higher than the graduates. Also, there was a

noticeable difference in the comparison rating of Introduction to Computer Science, with the graduates rating it much higher than the retailers. Textile Finishing, Dyeing, and Printing, History of Costume, Textile Economics, and Principles of Micro Economics rated lowest in the combined rating of the Clothing and Fashion Merchandising required courses.

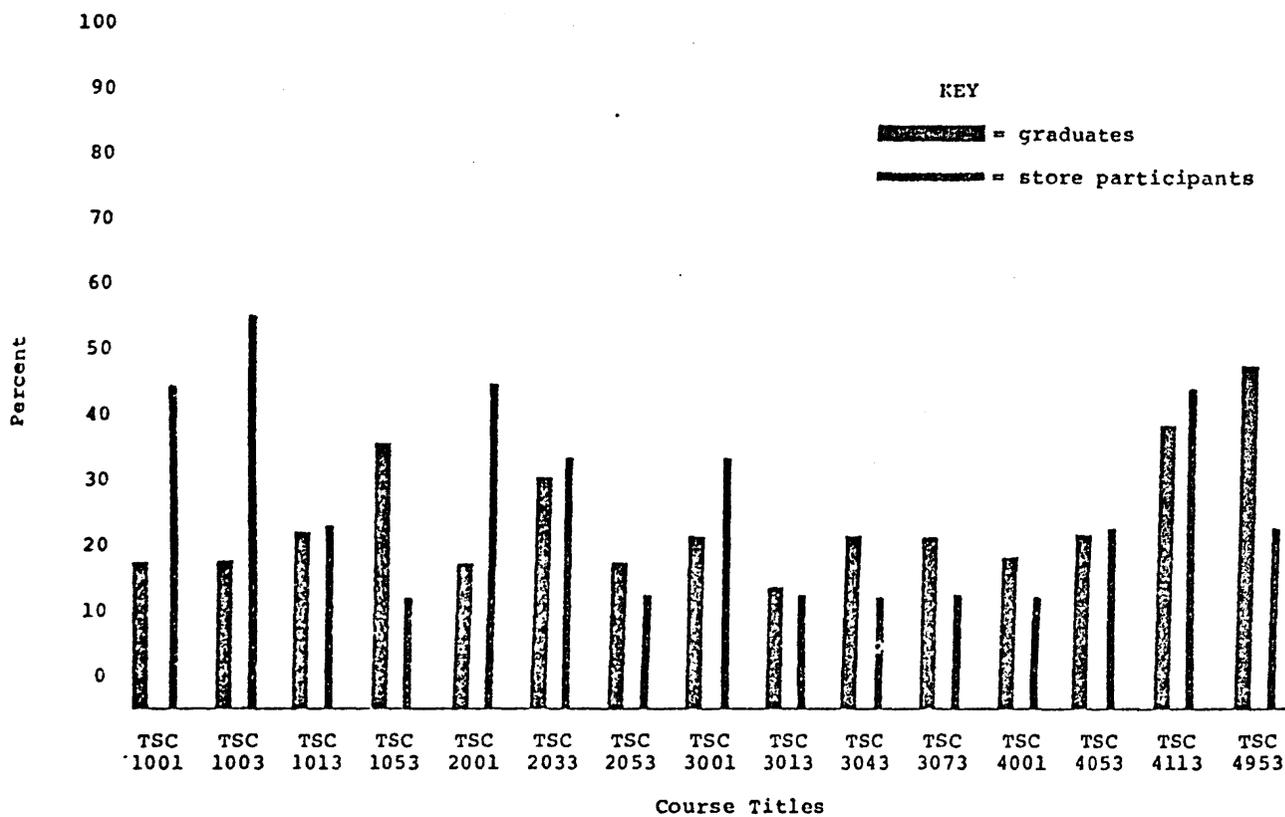


Fig. 2. Combined textile science and clothing course titles rated: Very Important.*

*The above percentages are based upon the number of responses to the evaluation.

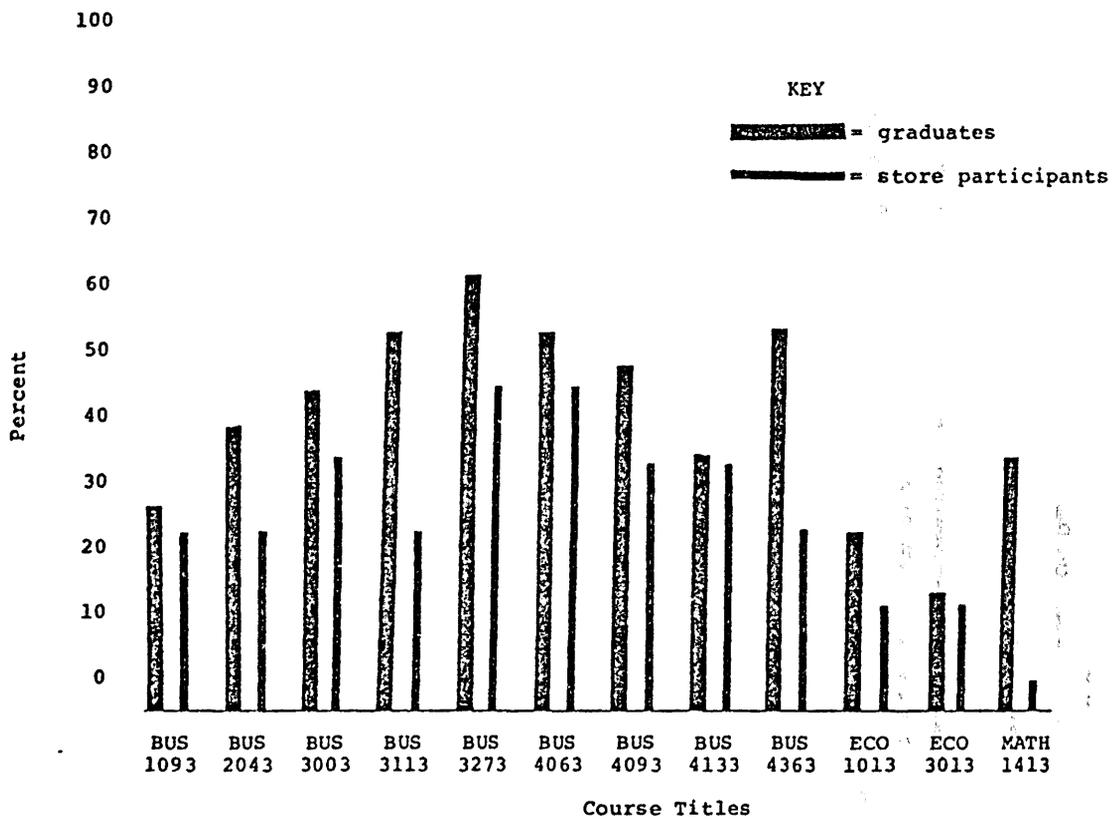


Fig. 3. Combined business related course titles rated: Very Important.*

*The above percentages are based upon the number of responses to the evaluation.

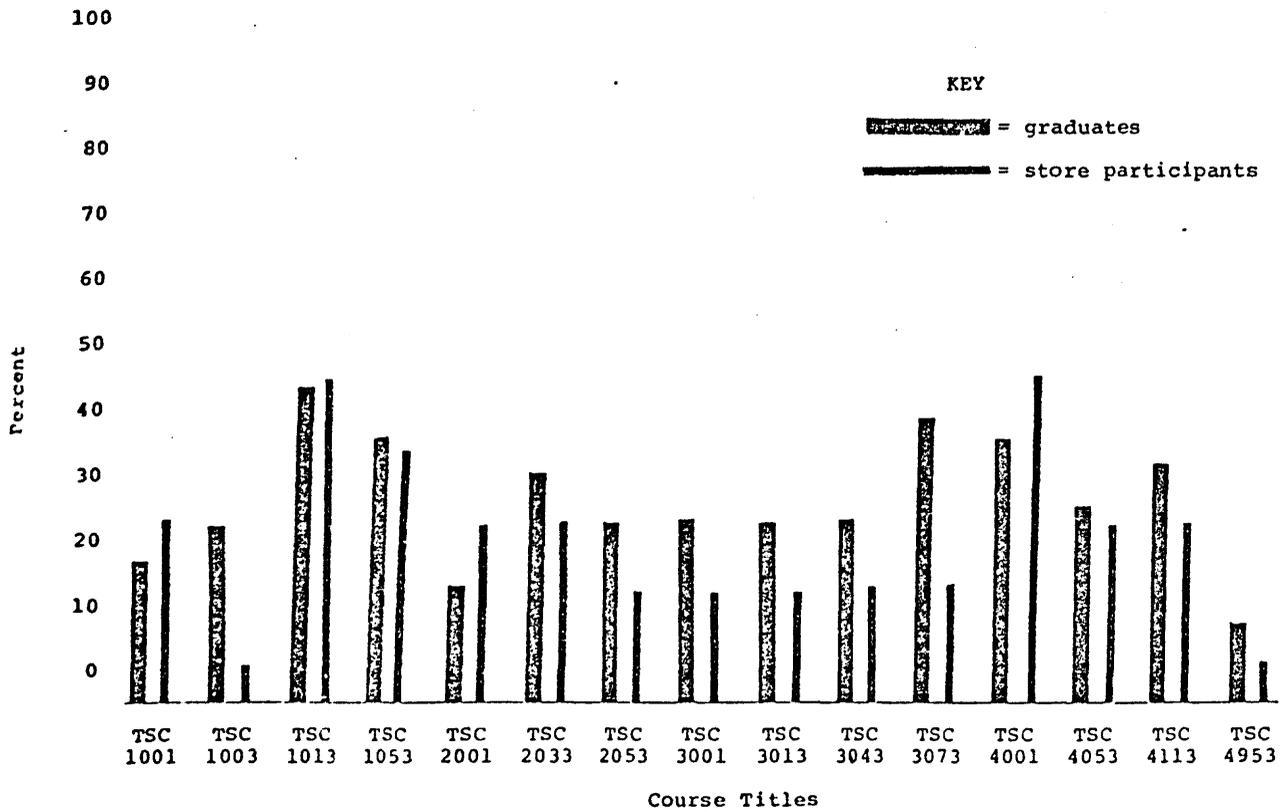


Fig. 4. Combined textile science and clothing course titles rated: Important.*

*The above percentages are based upon the number of responses to the evaluation.

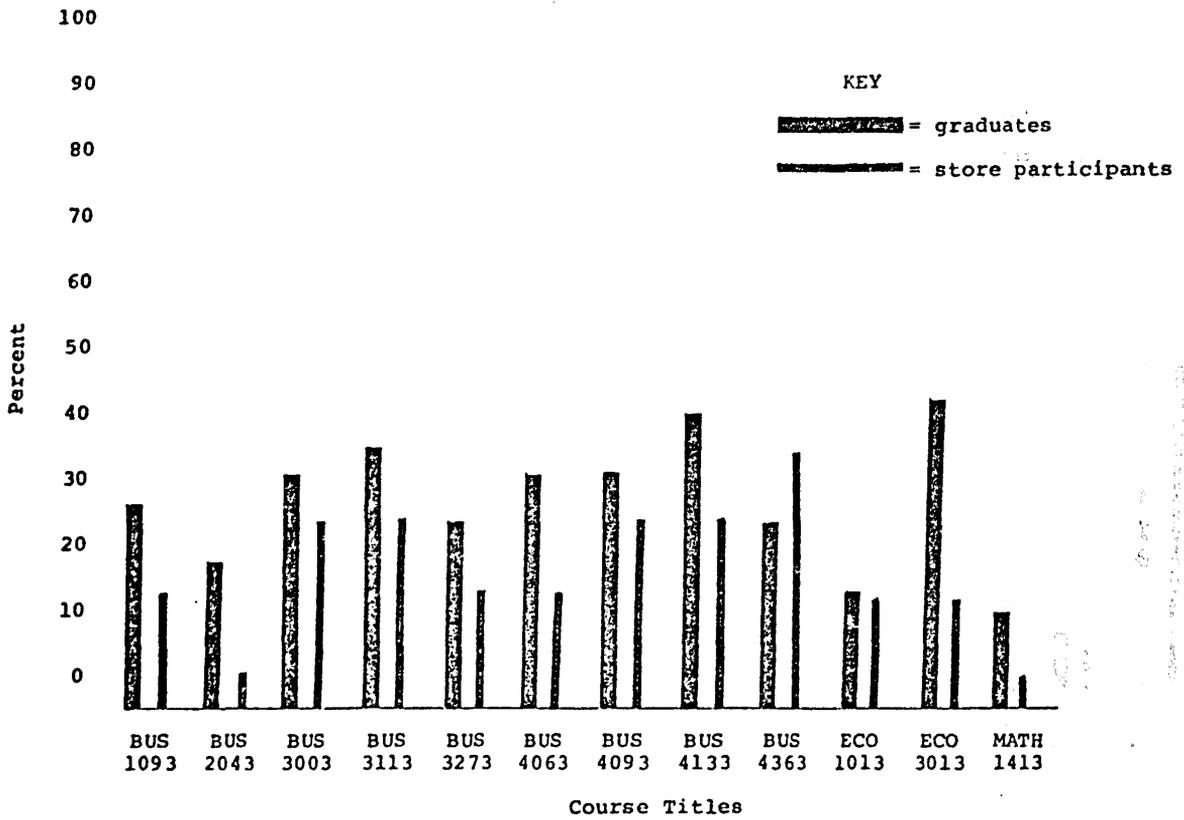


Fig. 5. Combined business related course titles rated: Important.*

*The above percentages are based upon the number of responses to the evaluation.

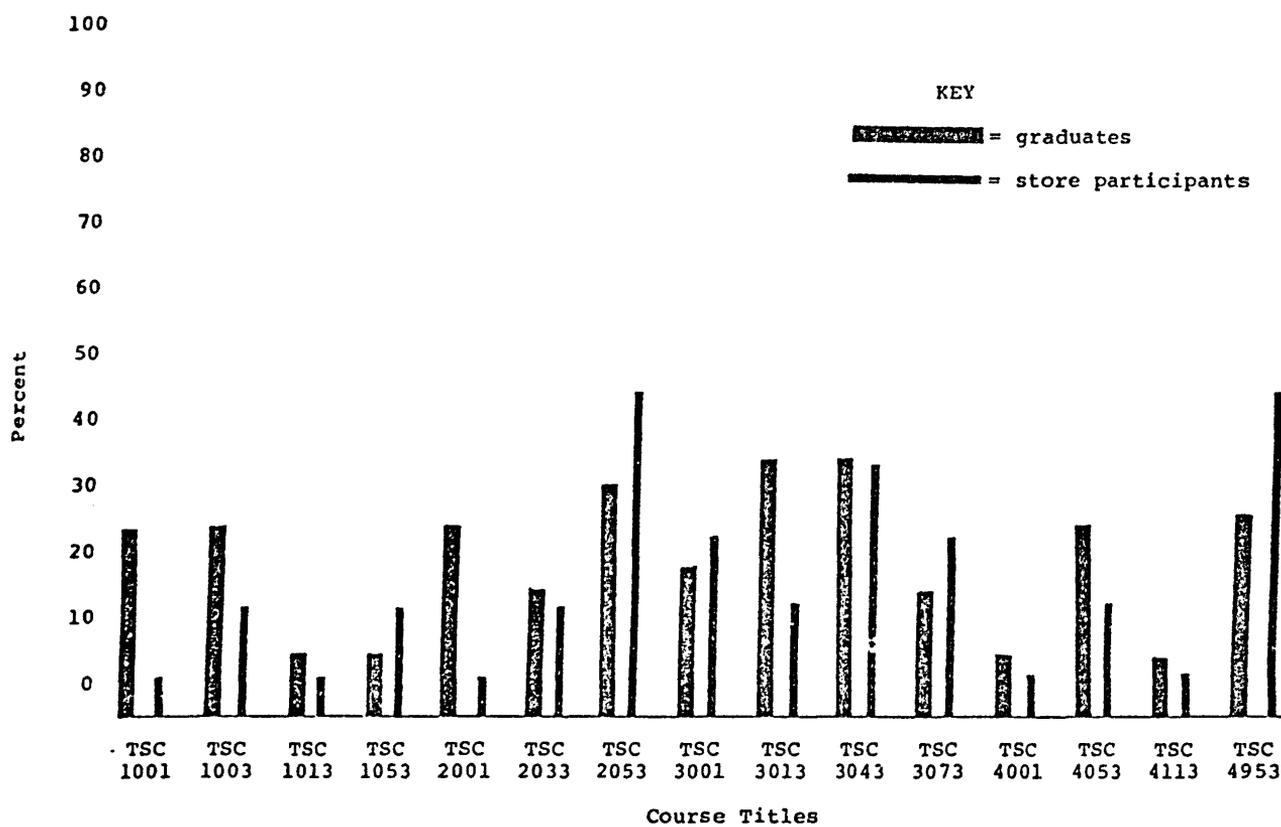


Fig. 6. Combined textile science and clothing course titles rated: Neutral.*

*The above percentages are based upon the number of responses to the evaluation.

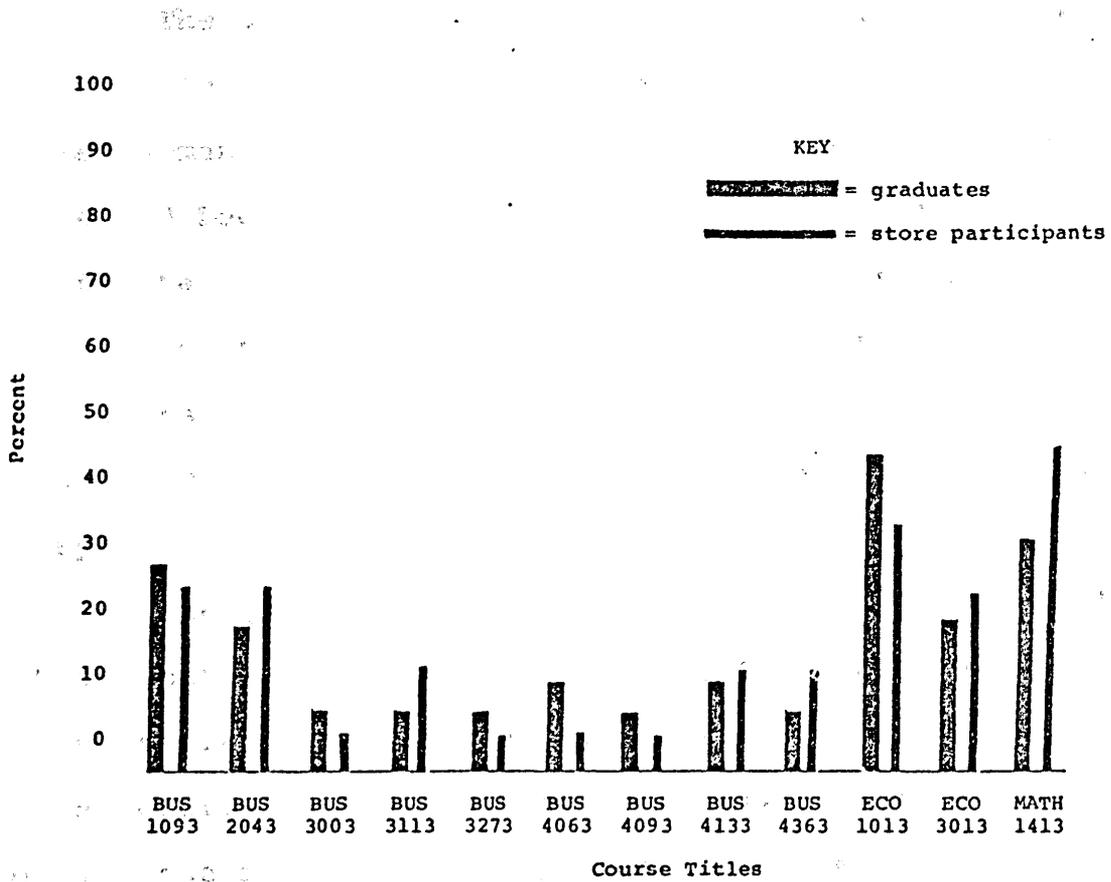


Fig. 7. Combined business related course titles rated: Neutral.*

*The above percentages are based upon the number of responses to the evaluation.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the merit of the Clothing and Fashion Merchandising program at the Texas Woman's University during the period between May, 1974 and December, 1979. Two surveys were developed to collect data, one for graduates during the specified graduation dates, and the other for management personnel of selected retailers who have employed graduates of the Clothing and Fashion Merchandising program at the Texas Woman's University.

The questionnaires were distributed by mail to the 50 graduates and 25 stores. Twenty-three questionnaires were completed by the graduates giving a 46 percent return. Nine retailers, representing 44 retail stores, answered the questionnaire giving a 36 percent response.

Summary

Results Obtained From the Graduates' Questionnaire

From the survey it was determined that most of the graduate respondents were between 20-24 years of age,

single and have no children. Over half of the graduates have attended Texas Woman's University for all four years of their Bachelor of Science degree. Of the 43 percent that did transfer to Texas Woman's University most did so due to the unavailability of a Fashion Merchandising program at their previous school. Of those that did transfer, the majority (64 percent) did so in their junior year. Most of the respondents had graduated in the spring semester of the last two years, 1978 and 1979. This was possibly due to the reliability of available addresses and the larger graduating classes in the spring. The majority of the respondents have considered taking graduate work, however, only a small number actually have done any graduate work, and none has received an advance degree. The survey indicated the vast majority of the graduates had worked in the merchandising field since graduation. Over half of the graduates had participated or were currently participating in an executive training program. The largest single classification of annual income was under \$9,000; however, over half of the graduate respondents earn over \$12,000 per year. Long range career expectations were analyzed to determine what goals the graduates hoped to attain. The largest percentage aspire to be store owners-managers with market representative being second choice. The graduates who had

left retailing stated the two major reasons for leaving were insufficient wages and managerial attitudes.

Over 39 percent of the graduates stated they would choose Clothing and Fashion Merchandising if they had to do it again. Approximately 40 percent of the graduates felt that the curriculum at Texas Woman's University prepared them for a realistic view of merchandising. More than half of the graduates rated Principles of Marketing, Personnel Management, Retailing, and Merchandise Management as being Very Important. Approximately one-third of the graduates listed Textile Fibers and Fabrics, Fashion Buying and Merchandising Techniques, Fundamentals of Accounting, Promotion Strategy, and Introduction to Computer Science as Very Important.

Cross tabulations were made between certain variables. It was determined that a relationship between the graduation date and salary range was not apparent. However, there was a relationship between marital status and salary range as married graduates, as a whole, earn less than the single graduates.

Results Obtained From the Store Participants' Questionnaire

It was determined that the majority of the store participants were specialty stores with 0-5 or 16-20 branches located in the Metroplex. A total of 44 stores were

represented by the respondents. Most of these stores were still participating in the Texas Woman's University Cooperative Education Program. Of those who responded to question 6, two Clothing and Fashion Merchandising graduates from Texas Woman's University were employed. The majority of the retailers were unable to answer question 5 due to time and logistics. One of these graduates is an associate buyer; whereas the other is participating in an executive training program as a manager trainee.

Attitude and dependability were rated as very important by all of the store participants. The other traits listed as Very Important by the majority of the respondents were enthusiasm, personal appearance, health, communication skills, aggressiveness, and work experience. The traits listed as Important included grades, school activities, business courses, and poise. The participants, encouraged to list additional qualifications, stated that personal motivation, flexibility, and competitiveness were Important.

The majority of the store participants rated the following courses from the Clothing and Fashion Merchandising curriculum as Very Important in a career in merchandising: Apparel and Personal Perception, Fashion Apparel, Personal Dress in Fashion Careers, Fashion Buying and Merchandising Techniques, Personnel Management, and Retailing.

Three-fourths of the store participants rated the Clothing and Fashion Merchandising graduates of Texas Woman's University as "good" when compared to the Fashion Merchandising graduates of other universities. None was rated as excellent nor below average.

Results Obtained From the Two-Way Comparison

An evaluation was made of the comparison of the Clothing and Fashion Merchandising curriculum combining the graduate and store participants evaluations. The highest percentage in each group was used in the comparison. There were differences in the ratings of many of the Clothing and Textile courses especially Fashion Apparel, Apparel and Personal Perception, and Personal Dress in Fashion Careers, with the retailers rating the courses much higher than the graduates. Also, there was a difference in the comparison rating of Introduction to Computer Science with the graduates rating it much higher than the retailers. Textile Finishing, Dyeing, and Printing, History of Costume, Textile Economics, and Principles of Micro Economics received the lowest ratings.

Conclusions

Based on the findings of this study it seems apparent that the Clothing and Fashion Merchandising program has not

adequately prepared the graduates for careers in retailing. Weaknesses seem to be in the lack of a realistic view of the retail world as presented on the college campus.

Recommendations

1. Course content in both departments needs to be evaluated in order to better meet the needs of the students in fashion retailing. Greater emphasis should be placed in work experience as evidenced by the responses of both samples.

2. A similiar study should be made every three to four years in order to keep up-to-date as to what graduates feel is useful. Recent graduates should be the sample population due to the greater response received from the recent graduates in this study.

3. A comparative study should be made concerning the Clothing and Fashion Merchandising Program at the Texas Woman's University with the fashion merchandising program at other universities having a similiar program.

APPENDIX A
QUESTIONNAIRES AND COVER LETTERS

P.O. Box 24834, TWU Station
Denton, Texas 76204
November , 1980

Dear

Enclosed is a questionnaire concerning the Clothing and Fashion Merchandising Program at the Texas Woman's University. It is part of my requirement for the Master of Science degree and is hoped to improve the quality of future graduates.

I am interested in obtaining your responses since you are a graduate of the program. Having gained experience, I feel that your responses will be very beneficial.

Please complete this questionnaire by December , 1980 and return it in the enclosed self-addressed, stamped envelope. All data will remain confidential.

Thank you for your cooperation.

Sincerely,

Patricia M. Werner, B.S.
Graduate Student

Enclosure: Questionnaire

In compliance with the Human Subjects Review Committee at the Texas Woman's University, the following statements are required.

I UNDERSTAND THAT MY RETURN OF THIS QUESTIONNAIRE CONSTITUTES MY INFORMED CONSENT TO ACT AS A SUBJECT IN THIS RESEARCH.

No medical service or compensation is provided to subjects by the University as a result of injury from participation in research.

AN EVALUATION OF THE CLOTHING AND FASHION MERCHANDISING
PROGRAM BY THE TEXAS WOMAN'S UNIVERSITY GRADUATES
FROM MAY, 1974 THROUGH DECEMBER, 1979

This survey has been devised to measure the effectiveness of the Clothing and Fashion Merchandising program at the Texas Woman's University to determine whether it satisfies the needs of the fashion career woman. The response from this survey may be used to improve the program at the Texas Woman's University. Your cooperation will be greatly appreciated.

Please read each question carefully and answer to the best of your knowledge.

A. PERSONAL DATA

1. Age:

- 20-24
 25-29
 30-34
 35-39
 40-over

2. Marital Status:

- Single
 Married
 Divorced
 Separated
 Widowed

3. Number of children:

- 0
 1
 2
 3
 4 or more

4. Ages of children:

B. EDUCATIONAL DATA

1. Completed four years at the Texas Woman's University?

yes

no

2. Transferred from _____ at beginning of

Sophomore year

Junior year

Other (please specify) _____

3. Reasons for transferring: (please check all that apply)

unavailability of Fashion Merchandising curriculum at previous school.
 reputation of the Fashion Merchandising program at the Texas Woman's University.
 financial reasons.
 dissatisfaction with previous school.
 Other (please specify) _____

4. Semester and year of graduation:

May August December
 1974 1975 1976 1977
 1978 1979

5. Are you considering graduate work? yes no

6. Have you taken any graduate work? yes no

7. Have you completed the Master's degree?

yes no

8. Have you completed the Doctoral degree?

yes no

C. VOCATIONAL DATA

1. Did you participate in an executive training program or are you participating in one at the present?

yes no

2. Have you been employed in merchandising since graduation?

yes no

3. Are you presently employed? yes no

4. If presently employed, in what department do you work? _____
5. What is your job title? _____
6. Job classification has changed _____ times since graduation?
7. Current annual salary range is:
- ____ under \$9,000
- ____ \$9,001-\$10,500
- ____ \$10,501-\$12,000
- ____ \$12,001-\$13,500
- ____ \$13,501-\$15,000
- ____ \$15,001-\$16,500
- ____ \$16,501-\$18,000
- ____ over \$18,000
8. What are your long range career expectations if you plan to remain in retailing?
- ____ Buyer
- ____ Area Manager
- ____ Branch Store Manager
- ____ Divisional Merchandise Manager
- ____ Store Vice-President
- ____ Store President
- ____ Market Representative in Resident Buying Office
- ____ Owner and Manager of Retail Store
- ____ Other (please specify) _____
-
9. If you have left merchandising, how long did you work in the field before leaving? _____
10. Reasons for leaving merchandising: (please check all applicable answers)
- ____ Marriage
- ____ Family Responsibilities
- ____ Pregnancy
- ____ Insufficient Wages
- ____ Managerial Attitudes
- ____ Too Physically Demanding
- ____ Too Mentally Demanding
- ____ Further Education
- ____ Other (please specify) _____
-

11. If you had to do it over, would you choose Fashion Merchandising again? ____yes ____no
12. Do you think the curriculum at the Texas Woman's University prepared you for a realistic view of merchandising? ____yes ____no
13. If you answer no to question 12, please explain.
- _____
- _____
- _____
- _____
14. Please rate the following courses according to their value during your merchandising career.

- 1 - Very Important
 2 - Important
 3 - Neutral
 4 - Unimportant
 5 - Very Unimportant

- ____TSC 1001 Apparel and Personal Perception
- ____TSC 1003 Fashion Apparel
- ____TSC 1013 Clothing Construction
- ____TSC 1053 Textile Fibers and Fabrics
- ____TSC 2001 Personal Dress in Fashion Careers
- ____TSC 2033 Apparel Industry
- ____TSC 2053 Textile Finishing, Dyeing, and Printing
- ____TSC 3001 Fashion Career Employment
- ____TSC 3013 History of Costume
- ____TSC 3043 Textile Economics
- ____TSC 3073 Mass Production Techniques and Equip-
 ment
- ____TSC 4001 Executive Leadership in the Fashion
 Field
- ____TSC 4053 Fashion Production
- ____TSC 4113 Fashion Buying and Merchandising
 Techniques
- ____TSC 4953 Cooperative Education
- ____BUS 1093 Fundamentals of Business Enterprise
- ____BUS 2043 Fundamentals of Accounting I
- ____BUS 3003 Principles of Management
- ____BUS 3113 Principles of Marketing
- ____BUS 3273 Personnel Management
- ____BUS 4063 Retailing
- ____BUS 4093 Principles of Selling

____ BUS 4133 Promotion Strategy
____ BUS 4363 Merchandise Management (Retail Math)
____ ECO 1013 Principles of Micro Economics
____ ECO 3013 Public Finance
____ MATH 1413 Introduction to Computer Science

P.O. Box 24834, TWU Station
Denton, Texas 76204
November , 1980

Dear

Enclosed is a questionnaire concerning the Clothing and Fashion Merchandising Program at the Texas Woman's University. It is part of the requirement for my Master of Science Degree. The quality of the Clothing and Fashion Merchandising Program will be evaluated to see if it is relevant and providing the retail industry with competent executive personnel.

Since your store has employed Texas Woman's University graduates, I am interested in your response to the performance of our graduates. Please provide any constructive criticism or suggestions you feel will be useful. Please complete the enclosed questionnaire and return it in the self-addressed, stamped envelope by December , 1980.

If you would like a summary of the findings please indicate on the enclosed postcard, giving your name and address. All data on your questionnaire will remain confidential.

Thank you for your cooperation.

Sincerely,

Patricia M. Werner, B.S.
Graduate Student

Enclosure: Questionnaire

In compliance with the Human Subjects Review Committee at the Texas Woman's University, the following statements are required:

I UNDERSTAND THAT MY RETURN OF THIS QUESTIONNAIRE CONSTITUTES MY INFORMED CONSENT TO ACT AS A SUBJECT IN THIS RESEARCH.

No medical service or compensation is provided to subjects by the University as a result of injury from participation in this research.

AN EVALUATION OF THE CLOTHING AND FASHION
MERCHANDISING PROGRAM BY
PARTICIPATING RETAILERS

In order to continue to graduate qualified personnel from the Texas Woman's University in the area of Clothing and Fashion Merchandising it is necessary to evaluate the existing program. The response from this survey may be used to improve the program at the Texas Woman's University. Your cooperation will be greatly appreciated.

Please read each question carefully and indicate the proper response.

1. Store classification:
 - Large chain, department store
 - Chain, general merchandise
 - Small department store
 - Specialty store
 - Other (please specify) _____
2. Number of branch stores in the Metroplex _____.
3. Your job title _____
4. Does the store participate in the Texas Woman's University Cooperative Education program?
 - yes no
5. How many Texas Woman's University graduates are now employed by the store? _____
6. How many years has this store participated in the Cooperative Education program? _____
7. How many are in the executive training program? _____
8. What positions do they hold?

<input type="checkbox"/> Assistant Buyer	<input type="checkbox"/> Buyer
<input type="checkbox"/> Associate Buyer	<input type="checkbox"/> Department Manager
<input type="checkbox"/> Area Supervisor	<input type="checkbox"/> Other (please specify)
<input type="checkbox"/> Merchandise Manager	_____

9. Have any of the Texas Woman's University graduates had to be dismissed? yes no
10. If yes, how many?_____ Briefly explain the reason(s). _____

11. Please rate the following requirements and traits as to their importance concerning employment, using the scale below:
- 1 - Very Important
 - 2 - Important
 - 3 - Neutral
 - 4 - Unimportant
 - 5 - Very Unimportant
- | | |
|---|--|
| <input type="checkbox"/> College degree
<input type="checkbox"/> Grades (GPA)
<input type="checkbox"/> School activities
<input type="checkbox"/> Community work
<input type="checkbox"/> Awards-honors
<input type="checkbox"/> Work experience
<input type="checkbox"/> Business courses
<input type="checkbox"/> Aggressiveness | <input type="checkbox"/> Poise
<input type="checkbox"/> Attitude
<input type="checkbox"/> Enthusiasm
<input type="checkbox"/> Personal Appearance
<input type="checkbox"/> Health
<input type="checkbox"/> Communication Skills
<input type="checkbox"/> Dependability |
|---|--|
12. List any qualifications which are considered important and not listed in this questionnaire _____

13. Please rate the following courses as to their contribution to merchandising.
- 1 - Very Important
 - 2 - Important
 - 3 - Neutral
 - 4 - Unimportant
 - 5 - Very Unimportant
- _____ TSC 1001 Apparel and Personal Perception
 - _____ TSC 1003 Fashion Apparel
 - _____ TSC 1013 Clothing Construction
 - _____ TSC 1053 Textile Fibers and Fabrics
 - _____ TSC 2001 Personal Dress in Fashion Careers
 - _____ TSC 2033 Apparel Industry
 - _____ TSC 2053 Textile Finishing, Dyeing, and Printing
 - _____ TSC 3001 Fashion Career Employment

- TSC 3013 History of Costume
- TSC 3043 Textile Economics
- TSC 3073 Mass Production Techniques and Equipment
- TSC 4001 Executive Leadership in the Fashion Field
- TSC 4053 Fashion Production
- TSC 4113 Fashion Buying and Merchandising Techniques
- TSC 4953 Cooperative Education
- BUS 1093 Fundamentals of Business Enterprise
- BUS 2043 Fundamentals of Accounting I
- BUS 3003 Principles of Management
- BUS 3113 Principles of Marketing
- BUS 3273 Personnel Management
- BUS 4063 Retailing
- BUS 4093 Principles of Selling
- BUS 4133 Promotion Strategy
- BUS 4363 Merchandise Management (Retail Math)
- ECO 1013 Principles of Micro Economics
- ECO 3013 Public Finance
- MATH 1413 Introduction to Computer Science

14. How do Texas Woman's University Clothing and Fashion Merchandising graduates compare with Fashion Merchandising graduates of other universities?

- Excellent
- Good
- Average
- Uncertain
- Below Average

Please comment _____

15. Is a graduate who participated in Cooperative Education or an Internship more capable in job performance than a graduate without this experience?

- yes no

Please feel free to make any additional comments regarding the Clothing and Fashion Merchandising curriculum at the Texas Woman's University. _____

I would like a summary of the findings of the Evaluation of the Clothing and Fashion Merchandising program at the Texas Woman's University.

Name _____

Address _____

City/State/Zip Code _____

001

APPENDIX B
FOLLOW-UP POSTCARD

Dear

On November , 1980, I sent you a form for evaluation of the Clothing and Fashion Merchandising Program at the Texas Woman's University.

If you have returned the form, thank you for your help. If not, I would greatly appreciate your cooperation so I can compile the data and complete the study.

Thank you.

Sincerely,

Patricia M. Werner, B.S.
Graduate Student

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