

**NEASC INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
UNDERGRADUATE PROGRAMS
(FASHION DESIGN AND RETAILING - 2016-17)**

DEGREE GRANTING PROGRAM NAME	(1) List ONLY the program learning objective(s) assessed during the current reporting period	(2) For each learning objective listed in column (1), other than GPA, what data/evidence was used to determine that graduates have achieved the stated objectives? (e.g., capstone assignment, portfolio review, licensure examination)	(3) What were the results/outcomes/findings/conclusion(s) of the assessment? Explain results/findings/conclusions for each program learning objective listed in column (1)	(4) Who interprets the evidence? Describe the process (e.g. annually by the curriculum committee).	(5) What changes/improvements have been made as a result of using the data/evidence (3)? Link discussion in this column with a learning objective (1) and the results of assessing that objective (3)	(6) Date of most recent program review
Fashion Design and Retailing	(PLO1) Apply the principles of design, and motives of dress, to fashion and business theories, as they relate to the overall fashion industry. (PLO2) Evaluate the interrelationships of the textile, apparel, and retailing industries in the global market place.	Artifacts from the course, FASH464 Fashion Merchandising: Planning, Policies, and Implementations for merchandising concentration were evaluated at May assessment event (Portfolio and Plan day).	99% of the students fully met this objective. See table 1 for the results. There were two items measuring this objective. See table 1 for the results. There were three items measuring this objective. See table 1 for the results.	The Assessment Committee (AC) met several times during AY 2016-2017 to discuss progress of the FDR Assessment Plan, and to prepare for the May assessment event (Portfolio and Plan day). The assessment instrument used in the past was adjusted to reflect the current learning	The assessment results were shared with faculty in fashion design and retailing department. Faculty may reflect the assessment results to modify or update the courses and curriculum.	Design Concentration: 2015 for NASAD accreditation Merchandising Concentration: 2017

	(PLO3) Integrate manual procedures with current technologies, as they relate to business and fashion applications.			objectives and the assessment plan. Assessment data was analyzed and interpreted by the Assessment Committee (AC).		
UFDM Concentration	(FDM1) Develop professional business, buying and promotion plans to meet the needs of a specific target market by applying principles of retailing. (FDM2) Demonstrate proficiency in retail industry strategies using appropriate methods and technologies.	Students' business and buying plans from FASH464 Fashion Merchandising: Planning, Policies, and Implementation were evaluated at May assessment event.	See table 1 for the results. There were four items measuring this objective. See table 1 for the results.			
Fashion Design and Retailing	The students' exit survey data was analyzed to assess the program from the student	Results from the FSU commencement survey were qualitatively analyzed.	- The scores, overall, were higher or close to the university means on most items. - The graduates (83% compared to 65% as university mean)	A merchandising faculty member performed the program comparison and		

	<p>perspective.</p> <p>The FDR program was compared to two other similar programs in New England focusing specifically on merchandising concentration.</p> <p>Lasell College is a small private institution and University of Rhode Island (URI) is a large public institution.</p>	<p>The program/school websites were reviewed and personal interviews with the admission offices were conducted for more accurate information.</p>	<p>indicated that they participated in a practicum, internship, field experience, linked-course, clinical assignment.</p> <ul style="list-style-type: none"> - It was also indicated that they were satisfied with the quality of teaching in the major (97%) and faculty concern for their academic progress (97%). These results demonstrate the faculty's efforts and commitment to maintain a well-established internship program and the high quality of teaching and advising in FDR. - The FDR program is very competitive and offers a similar curriculum. - FSU provides a similar program at lower costs. - The Internship component at FSU is longer and appears stronger. - It is hard to make a meaningful comparison on the number of part time faculty at comparative institutions as it is variable and unknown to the reviewers. - The FDR program at 	<p>the results were discussed by FDR faculty.</p>		
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			<p>Framingham is unique in that it offers a required core curriculum in Fashion Design and Retailing of 32 credits within the major/concentration compared to the other programs.</p> <ul style="list-style-type: none"> - Both Lasell College and the University of Rhode Island (URI) list more detailed and updated information on internships opportunities and career outcomes as well as study abroad opportunities on the Department web pages. - The class size at FSU is similar to Lasell College which is a private institution. Compared to URI, a public institution, the class size at FSU is significantly smaller. - Both Lasell College and URI are either University members of or endorsed by professional apparel/retail organizations (e.g., AAFA, NRF). The FDR Department at FSU does not have this endorsement. The results are summarized on the Table 2. 			
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Insert URL of the program web page where Program Learning Objectives for this program are published (NEASC requires this as part of being transparent to stakeholders): <https://www.framingham.edu/academics/colleges/arts-and-humanities/fashion-design-and-retailing/programs/majors/index>

Table 1. Assessment results for merchandising concentration

For all FDR student	Exceeded the objective	Met the objective	Partially met the objective	Did not meet the objective	Comments (N/A)
(PLO-1) Apply the principles of design, and motives of dress, to fashion and business theories, as they relate to the overall fashion industry.	60%	39%	1%	0%	
(PLO-2) Express design or merchandising decisions with a global perspective.	56%	38%	6%	0%	
(PLO2) Able to cite examples of: sourcing; target market, distribution, and promotion when discussing the interrelationships of textile, apparel, and retailing industries.	60%	34%	6%	0%	
(PLO3) Professional tangible presentations using current technologies. (e.g. Power point®; Excel®; Mockshop®; and/or Illustrator®)	50%	41%	4%	2%	2%
(PLO3) Use of appropriate tools to effectively execute concepts.	50%	41%	2%	2%	2%
(PLO3) Proficiency of tools used.	54%	41%	2%	2%	
For merchandising student	Exceeded the objective	Met the objective	Partially met the objective	Did not meet the objective	Comments (N/A)
(FDM-1) Develop professional business, buying and promotion plans to meet the needs of a specific target market by applying principles of retailing.	56%	33%	5%	0%	6%
(FDM2) Effectively demonstrate retail industry strategies through business, buying, and/or promotional plans.	62%	29%	2%	0%	6%
(FDM-2) Effectively demonstrate retail industry strategies through business, buying, and/or promotional plans.	59%	35%	2%	0%	4%
(FDM-2) Utilize appropriate technologies (e.g., PowerPoint, Excel, Mockshop) to support the retail industry strategies and visual presentations.	50%	43%	2%	1%	4%
(FDM-2) Presentation skills: clarity of ideas, cross-functional teams...	66%	27%	4%	0%	4%

Table 2. Program Comparison

	FSU	Lasell College	URI
Institution Type	Public	Private	Public
Tuition and Fees (Annual)			
In-State	\$9,340	\$34,600	\$13,792
New England	\$9,827	\$34,600	\$22,794
Out-of-State	\$15,420	\$34,600	\$30,042
Room & Board	\$11,250	\$14,800	\$12,452
Department	Fashion Design and Retailing	Fashion	Textiles, Fashion Merchandising and Design
Program	Fashion Merchandising Concentration	Fashion & Retail Merchandising Major	Fashion Merchandising Concentration
Student numbers*	191	402	330
Class size	20-35	17 on average	30-45
Full-time Faculty	7	10	8
Part-time Faculty	4	Unknown	~7
Courses in Major	35	31	39
Required Credits in Major	80 credits	74 credits	72-73 credits
Core Requirements between concentrations in Major	32 credits	None	23 credits
Capstone Course	Yes	Yes	Yes
300-400 Level Courses	23	19	27
Dept. Operated Fashion Resource/Collection	Costume and Textile Resource Center	Lasell Fashion Collection (LFC)	Historic Textile and Costume Collection Textile Gallery Commercial Pattern Archive Bainbridge Lace Collection
Internship	Requirement 280 hours (8 credit hours)	Requirement Minimum 150 hours (4 credit hours)	Elective 45 hours per credit (1-6 credit hours)
Affiliation/Endorsement	None	National Retail Federation Student Association (NRF)	American Apparel & Footwear Association (AAFA)
Program Website	www.framingham.edu/fashion	http://www.lasell.edu/academics/departments/fashion.html	http://web.uri.edu/tmd/