

Framingham State University

Program Assessment Plan for Fashion Design and Retailing 2014-2019

Please note: Use of this template is optional. The Office of Assessment is providing it only as a potentially useful tool that could make formulating the plan and tracking implementation easier.

Assessment Coordinator:	Hae Won Ju, PhD; Rebecca Taylor, Chair
Department Chair:	Rebecca Taylor
Date Created/Updated:	June 2, 2014; amended April 2015;

1) PROGRAM MISSION STATEMENT

The mission of the Fashion Design and Retailing department is to prepare students as ethical and responsible leaders in the fashion design and retailing industry.

2) PROGRAM LEARNING OBJECTIVES

FDR Program Objectives

1. Apply the principles of design, and motives of dress, to fashion and business theories, as they relate to the overall fashion industry.
2. Evaluate the interrelationships of the textile, apparel, and retailing industries in the global market place.
3. Integrate manual procedures with current technologies, as they relate to business and fashion applications.

UFDA concentration Objectives

1. Create original apparel designs from initial concept to finished garment utilizing flat pattern, draping, ready-to-wear, tailoring and couture techniques.
2. Present a professional portfolio of design ideas and concepts.

UFDM Concentration Objectives

1. Develop professional business, buying and promotion plans to meet the needs of a specific target market by applying principles of retailing.
2. Demonstrate proficiency in retail industry strategies using appropriate methods and technologies.

3) LEARNING OPPORTUNITIES

FDR Curriculum Map										
Course	PLO – 1		PLO – 2		PLO – 3		FDA – 1	FDA - 2	FDM - 1	FDM - 2
FASH 003 Field Study in Merch	Introduce		Introduce							Introduce
FASH 140 Principles in Apparel Construction	I		I		I			I		
FASH 141 Fashion: Designer to Consumer	I		I		I					I
FASH 153 Consumer Textiles	I		I							I
FASH 200 Fashion Sketching & Design	I	R	I		I			I		
FASH 223 History of Costume	I	R	I	R						

FASH 243 Advanced Apparel Construction	R		R		I			I		
FASH 245 Research Methods in the Fash Ind	R		R		I		I			R
FASH 250 Special Topics in FDR										
FASH 290 Study Tour: FDR										
FASH 326 F M: Theory & Industry Applications	R		R		R		I	I	I	R
FASH 342 Flat Pattern Design	E		R		E		I	I		
FASH 346 Retailing & Cons Behav	E		E		R				R	R
FASH 347 History of Textiles	I	R	I	R						
FASH 352 Draping	E		R		E		I	I		
FASH 355 Fabric Struc & Design	R		R		R					

FASH 357 Fashion Illustration	E	E	E			R		
FASH 362 Wld Mkt: Textiles to Retailing	R	E	R			R	R	E
FASH 390 Special Topics in FDR								
FASH 426 Retail Buying & Analysis	E	R	E				R	R
FASH 447 Apparel Industry Methods	E	R	E		E	E		
FASH 448 Tailoring & Couture Tech	R	R	E		E	A	R	
FASH 449 Functional Clothing Design	E	E	E		E	A	R	
FASH 452 Fashion Promotion	A	A	A				E	A
FASH 455 Case Studies in Fashion	E	E					R	E

FASH 464 FM: Plan, Policies, & Impl	A	A	A				A	A
FASH 487 Apparel Design Portfolio	A	A	A		A	A		
FASH 490 Ind Stdy in FDR								
FASH 495 Internship in FDR	A	A	A					
FASH 496 Internship in Merch	A	A	A					

Notes: I=Introduce, R=Reinforce, E=Emphasize, A=Assess

FDA = Apparel Design concentration; FDM = Merchandising Concentration

4) ASSESSMENT METHODS AND TIMELINE

Indicate when and how program learning objectives will be assessed. Refer to the curriculum map to draft a student learning outcomes assessment timeline. It is recommended that you outline a 5-year plan for assessment in which you will assess all of your PLOs.

Academic Years	Outcome(s)	Course(s)	Assessment Evidence (direct/indirect)	Assessment Method	Responsibility
WHEN	WHICH outcome(s) will you examine in each period (Use number)?	WHERE will you look for evidence of student learning (i.e., list course(s) that will generate evidence for each objective.	WHAT student work or other evidence will you examine in order to assess each objective?	HOW will you look at the evidence; what means will you use to analyze the evidence collected for each objective	WHO will oversee collecting, analyzing, reporting, results? List names or titles.
Year 1 (2014-2015, pilot)	PLO-1; FDA-1; FDA -2	(PLO-1) FASH 452; FASH 447; FASH 448; FASH 464; FASH 487 (FDA-1) FASH 447; FASH 448; FASH 449; FASH 487 (FDA-2) FASH 447; FASH 448; FASH 449; FASH 487	Direct: student work Assignments and exams pertaining to the elements/principles of design; meanings of apparel Garment development process: sketch (concept); pattern development; completed garment; spec sheets or tech pack Assignments pertaining to the business/buying/promotion of fashion – completed business plan, buying plan, promotion plan	Artifacts chosen at random Rubrics will be developed for each Program, and Concentration Learning Objective by the FDR Department Faculty	FDR Assessment Committee

<p>Year 2 (2015-2016 Pilot)</p>	<p>PLO-2 PLO-3 FDM-1 FDM-2</p>	<p>(PLO-2) FASH 447; FASH 452; FASH 455; FASH 464; FASH 487</p> <p>(PLO-3) FASH 426; FASH 447; FASH 464; FASH 487</p> <p>(FDM-1) FASH 452; FASH 464</p> <p>(FDM-2) FASH 452; FASH 464; FASH 496</p>	<p>Assignments and exams pertaining to the interrelationship of textiles, apparel, retailing</p> <p>Assignments and exams pertaining to manual and technology practices in the fashion industry</p> <p>Assignments, portfolio and garments in capstone course</p> <p>Presentation of business, buying, portfolio plans</p>	<p>Artifacts chosen at random</p> <p>Rubrics will be developed for each Program, and Concentration Learning Objective by the FDR Department Faculty</p>	<p>FDR Assessment Committee</p>
<p>Year 3 (2016-2017, program review year)</p>	<p>FDM-1 FDM-2</p>	<p>(FDM-1) FASH 452; FASH 464</p> <p>(FDM-2) FASH 452; FASH 464; FASH 496</p>	<p>Presentation of business, buying, portfolio plans</p> <p>Assignments pertaining to the business, buying, promotion of fashion – completed business plan, buying plan, promotion plan</p>	<p>Artifacts chosen at random</p> <p>Rubrics will be developed for each Program, and Concentration Learning Objective by the FDR Department Faculty</p>	<p>FDR Assessment Committee</p>
<p>Year 4 (2017- 2018)</p>	<p>FDA-1 FDA-2</p>	<p>(FDA-1) FASH 447; FASH 448; FASH 449; FASH 487</p> <p>(FDA-2) FASH 447; FASH 448;</p>	<p>Assignments and exams pertaining to the interrelationship of textiles, apparel, retailing</p> <p>Assignments, portfolio and</p>	<p>Artifacts chosen at random</p> <p>Rubrics will be developed for each Program, and Concentration Learning Objective by the FDR</p>	<p>FDR Assessment Committee</p>

		FASH 449; FASH 487	garments in capstone course Presentation of business, buying, portfolio plans	Department Faculty	
Year 5 (2018-2019)	PLO-1 PLO-2 PLO-3	(PLO-1) FASH 452; FASH 447; FASH 448; FASH 464; FASH 487 (PLO-2) FASH 447; FASH 452; FASH 455; FASH 464; FASH 487 (PLO-3) FASH 447; FASH 464; FASH 487	Assignments and exams pertaining to the elements/principles of design; meanings of apparel Assignments and exams pertaining to manual and technology practices in the fashion industry Garment development process: sketch (concept); pattern development; completed garment; spec sheets or tech pack Assignments pertaining to the business, buying, promotion of fashion – completed business plan, buying plan, promotion plan	Artifacts chosen at random Rubrics will be developed for each Program, and Concentration Learning Objective by the FDR Department Faculty	FDR Assessment Committee

Program Size and Sampling Technique

- a. State the number of students in the program or the number who graduate each year.

The Department of Fashion Design and Retailing has 200-220 students. Of that number approximately 1/3 follow the Apparel Design concentration, and 2/3 the Merchandising concentration. The concentration numbers shift slightly from academic year to academic year.

Thirty five –fifty students graduate from the Department of Fashion Design and Retailing each year.

- b. Describe the sampling technique to be used

Artifacts will be chosen randomly – 3-5 per course.

5) PLAN FOR ANALYZING RESULTS

- List who is responsible for distributing results and who will receive results?
 - The FDR Assessment Committee will distribute assessment results
 - Results will be distributed to the FDR faculty, and the FDR Advisory Board.

- State how and at which forums discussion of results will take place.
 - Assessment discussions will take place at FDR faculty meetings during the academic year, and at the end of the year extended meeting scheduled in May and/or August
 - Information regarding assessment will also be discussed at one, or both, of the FDR Advisory Board meetings during the academic year

6) **DISTRIBUTION.** The program will distribute or publish these items in the following ways:

<i>ITEM</i>	<i>Distribution Method</i>					
	FSU Catalog (provide section title)	Website (provide URL)	Annual Reports	Brochures	Course Syllabi	Other (please describe, e.g. department meeting, advising session)
Program Mission	Fashion Design and Retailing Department; p 210	http://www.framingham.edu/fashion-design-and-retailing/index.html	FDR minutes, annual May meeting		Left to each faculty	FDR Advising Handbook; given to each incoming student
Program Learning Objectives	Fashion Design and Retailing Department; p 210	http://www.framingham.edu/fashion-design-and-retailing/index.html	FDR minutes, annual May meeting		Left to each faculty	FDR Advising Handbook; given to each incoming student
Learning Opportunities (Curriculum Map)			FDR minutes, annual May meeting			Discussed and revised; May extended meeting
Assessment Plan			FDR minutes, annual May meeting			Discussed and revised; May extended meeting

Credits: This Assessment Plan was developed using ideas from templates developed at University of Rhode Island and University of Hawaii in Manoa.

Attach any rubrics or instrumentation that you plan to use for assessment of Program Learning Objectives

Fashion Design and Retailing – Presentation Assessment					
Student name:	Design _____		Merch _____		
Did the student meet the following objective?	Exceeded the objective	Met the objective	Partially met the objective	Did NOT meet the objective	Comments
For ALL FDR students					
(PLO-1) Apply the principles of design, and motives of dress, to fashion and business theories, as they relate to the overall fashion industry.					
Apply the design elements & principles (e.g., color, line, shape, texture/pattern, space, balance, Proportion, unity, etc.) to apparel designs (e.g., illustration, garment) and fashion presentations (e.g., store design, look book, digital artwork).					
Define target market through researching consumer behavior, and demonstrate appropriate motives of dress as they relate to design concept and/or business plan(s).					
Relate fashion and business theories/frameworks to overall fashion industry practice.					
(PLO-2) Evaluate the interrelationships of the textile, apparel, and retailing industries in the global market place.					
(PLO-3) Integrate manual procedures with current technologies, as they relate to business and fashion applications.					

For Merchandising Students					
(FDM-1) Develop professional business, buying and promotion plans to meet the needs of a specific target market by applying principles of retailing.					
(FDM-2) Demonstrate proficiency in retail industry strategies using appropriate methods and technologies.					
For Apparel Design Students					
(FDA-1) Create original apparel designs from initial concept to finished garment utilizing flat pattern, draping, ready-to-wear, tailoring and couture techniques.					
Originality of designs.					
Quality of hand and digital representation of designs.					
Executed appropriate patterning techniques (e.g., draping, flat pattern, tailoring and couture).					
Quality of the finished garment (e.g., construction, fit, finish).					
(FDA-2) Present a professional portfolio of design ideas and concepts.					
Clarity of design ideas and concepts.					
Aesthetic quality of the portfolio (e.g., layout, images, illustrations, content).					
Flow of portfolio pages.					
Presentation skills: clear, concise description of design process (e.g., ideation, textile appropriation, implementation).					

Critique Your Plan

Use the following rubric to review your assessment plan:

Checklist to Critique Your Assessment Project Plan

(based on the *Program Evaluation Standards* by the Joint Committee on Standards for Educational Evaluation, <http://www.wmich.edu/evalctr/jc/>)

If the plan is a good one, “yes” should be the answer to these questions:

YES	NO	QUESTION
		UTILITY: Useful to the intended users? Meets the needs of the intended users?
		FEASIBILITY: Realistic, practical, diplomatic, and economical?
		PROPRIETY: Designed to be conducted ethically, legally, and with regard for the welfare of those involved and those affected by the results?
		ACCURACY: Designed to reveal and convey technically adequate information about the program? Designed to reliably answer the assessment question(s) being asked?

¹ If you have questions or need assistance, please contact Dr. Mark Nicholas, Director of Assessment at mnicholas1@framingham.edu or 508-626-4670

¹ Accredited programs can provide supplemental documents that indicate the answers to these questions as long as specific page references are provided in each cell of the tables in this form. When the answers are not accessible in that way, please cut and paste into your assessment plan.