

STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Fashion Design (BA)

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BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:

EXECUTIVE SUMMARY

Program description from the Course Catalog: Please copy and paste the current year’s catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

The fashion design major prepares students for positions in the fashion industry related to the role of an assistant designer. Students in fashion design participate in an annual juried fashion show, *Portfolio in Motion*, featuring garments they have designed and constructed. Opportunities to cultivate professional skills are developed through participation in the Marymount Fashion Club and the Patternmakers Club; affiliations with the Fashion Group International of Greater Washington, DC, Inc.; and internships. Students are prepared to work for apparel manufacturers or in departments of product development. Seniors produce an original line of fashions and a portfolio, and complete an internship with a cooperating employer. The program culminates in a noted designer’s professional evaluation of the student’s original designs.

Upon successful completion of the fashion design program, students will be able to

- create garments of appropriate quality, function, and aesthetics;
- design an aesthetically pleasing and functional line of apparel that is appropriate for a target market and visually expressed in a portfolio for entry into the industry;
- make technical drawings of apparel (flats and specs), fashion illustrations, and fashion presentations; and
- demonstrate competency in design research and its application to design problems.

List all of the program’s learning outcomes: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment
<i>Create garments (worthy of acceptance to Marymount’s prestigious fashion show) that are of appropriate quality, function and aesthetics</i>	2016-17	2017 - 2018	2018-2019
<i>Design an aesthetically pleasing and functional line of apparel that is appropriate for a target market and visually expressed in a portfolio for entry into the industry</i>	2015-16	2017 - 2018	2019- 2020*
<i>Make technical drawings of apparel (flats and specs), fashion illustrations, and fashion presentations</i>	2015-16	————	2018-2019
<i>Conduct design research and apply findings to design problems</i>	2016-17	————	2019- 2020*

**Adjusted outcome to reflect revision to the program curriculum*

Describe briefly how the program’s outcomes support Marymount’s mission, strategic plan, and relevant school plan (generally not more than two paragraphs, may use bullet points):

Based in the School of Design, Arts and Humanities the fashion design program is grounded in the liberal arts tradition. Course work integrates both visual and written skills for communicating design goals in the following areas: aesthetic comprehension established in the arts; an application of design supported and founded in historic and social studies; and critical analysis of skills and knowledge applied to garment construction, two-dimensional planning for garments, and technical drawings. Students in the fashion design program participate in an annual juried fashion show featuring their own designed, constructed and produced garments. Advanced students do off-campus internships, produce a line of fashions featured in Portfolio in Motion, and create a portfolio for entry into the field. The program culminates in an evaluation by a noted professional designer (the recipient of MU’s Designer of the Year Award) of the students’ original designs.

Currently, the program is going through a restructure of the fashion design curriculum. The new program offerings will provide a more rigorous foundational skills and knowledge in 1st and 2nd year courses. 3rd and 4th year level courses will expand upon the knowledge and skills learned in lower level courses and will introduce students to research-based design that develops strong critical analysis skills and design thinking. Emphasis will be given to design responses to global perspective and empathetic design needs. The empathetic design will be developed the department will look to develop empathetic design aspects and/or service projects. These changes will help to align the program more purposefully with the mission and strategic plan of Marymount University in “intellectual curiosity, service to others, and global perspective”.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements to the process, and provide evidence of the existence of a culture of continuous improvement based on assessment (generally not more than two paragraphs, may use bullet points):

Learning Outcome measure for the portfolio evaluation by faculty occurs at the conclusion of the academic program. They include two assessments: 1) two fashion design faculty evaluating student’s garments for inclusion in the Portfolio in Motion productions. Garment evaluations criteria of design aesthetics, construction, and production quality. And 2) The designer of the year evaluating senior student’s portfolios.

With the retirement of two senior level faculty this summer and only one faculty member returning in a tenure-track position, student work and rubrics created to evaluate work has been limited. Either information was not provided by the leaving senior faculty or the information was accidentally thrown out (rubrics and evaluation notes were left in an office with no notation they were assessment material or to be delivered to the chair for their attention).

The new chair, new faculty and returning faculty have done several evaluations of the program, looking at the following: senior graduating surveys, a report from the chair on course evaluation concerns (only concerns that came up multiple times), course descriptions and objectives, and returning faculty ideas of where the strengths of the program lie and where there are concerns.

With the development of the new /revised program new learning outcomes will be developed and methods for assessing the outcomes.

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

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
Create garments that are of appropriate quality, function and aesthetics.	The syllabus for AA407 Product Development II will improve to make learning more effective and the timing	No evidence was shown that this planned improvement has been currently applied into program courses.

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
	for presenting the fabric (for swimwear in academic year 2017-18) in the course will occur earlier. Students will have more time for learning about the sewing of knit fabrics in AA385 Apparel Design II. The senior sequence of courses in academic year 2017-18 will lend more focus on the choice of appropriate fabrics and fabric weights, as well as the functional design of clothing. The senior sequence includes AA407 Product Development II, AA418-AA420 Advanced Problems in Fashion Design I-II, and AA423 Senior Fashion Design Portfolio.	However, research-based design for critical design thinking will be developed into the curriculum for Fall 2019 implementation. Part of the process will be reviews/critiques with industry professionals along with faculty to assess appropriate applications of design structure for the use and function of the garment, quality construction, and application of design elements and principles for aesthetically pleasing designs. Assessment rubrics will be used for program assessments
Conduct design research and apply findings to design problems.	Faculty members should encourage rigorous research standards across the curriculum, but especially in projects designed to measure inquiry learning. They should also emphasize the importance of all skills that relate to visual communication and execution (drawing, layout, presentation of fabrics, aesthetically pleasing and functional design, and sewing). There must be greater emphasis on attracting enrollment.	No evidence was shown that this planned improvement has been currently applied into program courses. However, research-based design for critical design thinking is part of the changes to the curriculum for Fall 2019 curriculum implementation. 3 rd and 4 th year classes will incorporate research inspired design and changes will be made to DSINQ designated courses that are currently applied to skill based courses. Research will be looked at as an exploration of ideas and theories requiring a process of analysis and the synthesis of ideas and finding. Findings will be applied into a design solution. To monitor this outcome, courses will require a process book to document the research-based design process. Assessment rubrics to the design process will be used for assessments.

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

Comment: You noted the challenges with the assessment process related to turn-over of personnel and timing of the assessments. What can be done to alleviate the timing issues? Could the designer of the year be asked to talk through the rubric for the senior products for the group *as a whole*, identifying, overall/in general, where they'd fall on the rubric in each category? For this year, please complete the executive summary and reflect on their outcomes' linkage with the university mission and strategic plan. One strong paragraph is enough.

Response: With two senior level faculty leaving the fashion design and merchandising department summer 2018, little to no assessment tools were provided to assess the 2017/2018 academic year in the fashion design department. However, after looking at multiple student graduation surveys, faculty course evaluations, interviews with returning

faculty, review of curriculum and advising multiple students at the beginning of the fall 2018 semester the fashion faculty have determined the curriculum in the fashion design program needs to be restructured. New assessment outcomes and tools will be created.

Outcomes Assessment 2017-2018

Learning Outcome 1: *Create garments (worthy of acceptance to Marymount's prestigious fashion show) that are of appropriate quality, function and aesthetics*

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct Measure: Garment review by faculty for inclusion in the the fashion show	90% of students must receive a rating of Excellent (5) or Good (4) in the categories that relate to this outcome: fabric choices, fabric weights, color harmony, aesthetic design sense, and functional design sense. (a rating of 5 or 4 allow garment inclusion to the show. Ratings below a 4 (average (3), poor (2), inadequate (1)) are not allowed into the show)	Two faculty member's reviewed student garment submittals. The rubric is attached (see appendix fig. 1). The overall data is from notes a faculty member provided on the number of garment accepted and the number of garments denied. Rubrics from the review were not provided to assess the 5 categories for strengths and weaknesses.	95.93% of students garments presented were included in the fashion show, scoring a 5 or 4 in the following categories: fabric choice and weights, construction skills, presentation quality 197 garments were submitted, 8 garments were denied admittance, scoring in several categories a 3 or lower.

Interpretation of Results

Describe the extent to which this learning outcome has been achieved by students *(Use both direct and indirect measure results):*

In the direct measure of garments accepted for the fashion show, the outcome was met with student's garments meeting a good to excellent rating in all 5 categories 95.93% of time.

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

The data provided does not help to asses where the strengths are and where the weaknesses are. Data needs to provide a breakdown of student's level in the program (sophomore, junior and/or senior student submission of garment) along with a break down of the ratings of the 3 individual categories assessed: fabric choice and weights, construction skills, presentation quality. These tools will be implemented in Spring 2019 assessment of garments

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

Curricular improvement includes senior students will create a process books to show research, analysis and synthesis of ideas and how they were applied to garments. Assessment will include these process books for senior garment submittals. In addition, garment review data will provide a breakdown of % sophomore, junior and senior acceptances in the show. The goal is follow students from sophomore year through to senior year and if skills strengthen as they move through the program.

Learning Outcome 2: *Design an aesthetically pleasing and functional line of apparel that is appropriate for a target market and visually expressed in a portfolio for entry into the industry*

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct Measure: Portfolio Evaluation by Designer of the year and Faculty	90% of students must receive a rating of Excellent (5) or Good (4) in the categories that relate to this outcome: fabric choices, fabric weights, color harmony, aesthetic design sense, and functional design sense. Other options are average (3) and poor (2) and inadequate (1).	The faculty member who taught the senior portfolio course evaluated the portfolios along with the Designer of the year (taking notes). review. The data from this review was not provided	No Analysis provided
Indirect Measure: **2016- 2017 and 2017-2018 Graduating student survey.	No defined performance standard. Only to assess student ability to gain employment in the field with skills and knowledge obtained	Assessing the survey questions relating to having a job, furthering education, and/or list of type of job. 2016 to 2017: 3 students 2017 to 2018: 5 students	0% of the 8 students had a job at graduation in the field. One student identified having a part-time job in make-up sales. It was reported by faculty member that has kept in touch with the students via social media that 7 of the 8 graduates from May 2018 are currently employed in the fashion design field. (87.5%). No survey has been provided to confirm this information.

**Review of the following: 2017 and 2018 graduating student surveys, faculty course evaluations from spring 2018, interviews with two full-time returning faculty, review of current curriculum, advising students in fashion design at the beginning of the fall 2018 semester.

Interpretation of Results

Describe the extent to which this learning outcomes has been achieved by students (*Use both direct and indirect measure results*):

There is not enough information to address this outcome with the direct assessments used

The following indirect assessments were done using the following information: 2017 and 2018 graduating student surveys, faculty course evaluations from spring 2018, interviews with two full-time returning faculty, review of current curriculum, and advisements of students in fashion design at the beginning of the fall 2018 semester.

1. 2017 graduating student surveys were favorable for the most part. 28 out of 45 questions regarding the program and curriculum had a mean of 4.00 or better (in 0-5 Lickert scale) rating (62.22%). The remaining 17 questions had a mean of 3.00 or better. The 3 students who completed the survey looked very favorably on their degree. However, when reviewing the jobs the students obtained -- not one had a job in the industry. Also, several comments were not favorable to the curriculum -- identifying the failure to learn all necessary content for a fashion design degree. The 2018 graduating student survey was more discouraging. A survey of 5 graduating students showed little to no favorability in the program and degree earned. A mean of 4.00 or better was rated for only 5 of the 45 questions (11.11%). The five questions rated 4.00 or higher referred to the liberal core and overall degree satisfaction. In addition, of the remaining 40 questions, 33 had 3.00 to 3.8 mean (73%), the remaining 7 questions the mean rating was between 1.8 to 2.8 -- giving some cause for alarm. Review of the 5 students who were surveyed showed none had a job in the fashion design field and comments were severe about the program. Comments ranged from failure to teach current design practices, failure to teach current digital technology in the field (i.e. Photoshop and Illustrator), bad advising and failure to have offered courses needed to graduate on time.

2. Faculty course evaluations backed up the student survey comments in regards to digital technology in the curriculum and failure to teach current design practices.

- Digital technology comments: Several evaluation comments address they needed to use digital technology (such as Illustrator and Photoshop) to complete projects and portfolio work; but had not been taught the skill or they identified instructors failed to teach the skill and students were expected to teach themselves.
- Current practices comments: Comments were general and not specific to the area of current practice concerns other than digital presentations skills

3. Interviews with returning faculty alluded to the same as found in surveys and evaluations, that is: 1) need to teach more current design practices, 2) a lack of research-based design applied to design project outcomes, 3) the need for multiple digital design technology courses and taught earlier in the program, and 4) The curriculum sequencing created complications for transfer students to graduate on time.

4. Review of current curriculum in a linear sequence map reinforced the findings from graduating student surveys and course evaluations, such as: the sequencing of studios was so prescriptive that due to pre-requisites on the courses a student could not complete a degree earlier than 8 semesters (4 years). No courses were provided in the summer to help students get back in sequence or to provide provisions for students transferring into the program. In addition, skill level courses in technology were placed in the second semester of the 3rd year (for transfer students they are taking it in their senior (4th level) year in the second semester).

5. Advising students for fall courses or review of current program plans has shown course sequencing was holding students up from graduating on time. To deal with this many students had been advised to take other courses for substitution or independent studies to substitute content. This has created confusion and has watered-down the degree.

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

Graduating student surveys identify the strength of the program lies in the Portfolio in Motion fashion show. This is the gem of the program. In addition, several faculty had been identified for their current knowledge of the fashion design industry along with their sewing/construction teaching skills.

Areas for improvement include the following:

- revise course content to provide current industry practices and research-based design for students to effectively forecast design changes, understand current trends in the market, address the user and the use of the garment and historic, cultural and empathy design concerns;
- Introduce professionals into the design critique process (especially in 3rd and 4th level courses);
- Increase the number of courses to teach digital technology skills and to provide these courses earlier in the program (1st and 3rd year);
- revise the prescriptive sequencing of studios and provide several studio courses in the summer. Both of these changes will help students to graduate on time and reduce course substitutions.

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

The program will be restructured for implementation Fall 2019. Program restructure will be based on the following:

- 1st and 2nd year students will be introduced to foundational courses and studios that incorporate knowledge and skill level courses. These courses will concentrate on basic sewing and garment construction skills; textile properties, processes knowledge and design skills; illustration skills for visual communication of design solutions; historic knowledge and critical skills for forecasting design trends; and digital technology skills for design and portfolio presentations.
- 3rd and 4th year courses and studios will incorporate research-based design (industry standard) that involves research, analysis and application of findings to solve design problems. Global, cultural and empathetic design challenges will be included in project outcomes. DSINQ courses will be changed to be appropriately aligned with the courses the implement inquiry and application in these cases.
- Two writing intensive (WI) courses will be developed into the program. The WI's will be developed to have written content that shows evidence of the student's analyses and research findings. Currently there are no WI courses within the program offering
- Changes to sequencing of studio courses. Current course sequencing restricts anyone from entering the program to complete a degree under 4 years (effecting directly transfer students); therefore, course revisions will take transferring students in mind.
- More integration of digital technology that includes The Adobe CC suites – Photoshop, Illustrator and InDesign

Appendices

Fig 1: Garment Evaluation