

**BS in Fashion Merchandising and Design (Accredited)**

**Year 1**

**Student Learning Outcomes (SLOs) for Academic Programs**

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. The Fashion Merchandising student will demonstrate an understanding of fashion, retail and visual literacy.
2. The Fashion Merchandising student will demonstrate the ability to question, examine, evaluate retail market segments.
3. The Fashion Merchandising student will demonstrate the ability to examine and evaluate fibers, fabrics and soft-goods construction processes.
4. The Fashion Merchandising student will develop skills to write critically and evaluate and identify both peer-reviewed and retail industry sources.
5. The Fashion Merchandising student will prepare, deliver, and critically evaluate presentations and other formal speaking activities.
6. The Fashion Merchandising student will apply quantitative methods to evaluate and calculate retail- pricing structures and evaluate overall retail sales goals.
7. The Fashion Merchandising student will evaluate and integrate knowledge of sustainability, environmental impacts, global history and cultural diversity in order to make informed decisions and better the public good.

## Overview of Measures/Instruments

<p><b>SLO(s)</b></p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p><b>U L G *</b></p>	<p><b>Measures/Instruments</b></p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p><b>How is the information Used?</b></p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>The Fashion Merchandising student will demonstrate an understanding of fashion, retail and visual literacy.</p>	<p>C</p>	<p>FMD 1244 Survey of Fashion (Career Exploration Assignment)</p> <p>FMD 3244 Global Fashion Forecasting (Forecast Final Project)</p> <p>FMD 4275 Internship in Fashion Merchandising (Final P/F Grade)</p>	<p>Mean Score</p> <p>Mean Score</p> <p>Mean P/F Grade</p>
<p>The Fashion Merchandising student will demonstrate the ability to question, examine, and evaluate retail market segments.</p>	<p>C</p>	<p>FMD 2233 Intro to Fashion Merchandising (Market Trend Reports)</p> <p>FMD 3244 Global Fashion Forecasting (Trend Forecasting Video Project)</p>	<p>Mean Score</p> <p>Mean Score</p>
<p>The Fashion Merchandising student will demonstrate the ability to examine and evaluate fibers, fabrics and soft-goods construction processes.</p>	<p>C</p>	<p>FMD 2234 Apparel Construction (Shirt Construction Project)</p> <p>FMD 2244 Fashion &amp; Fiber (Fiber Identification Test)</p> <p>FMD 3838 Apparel Development and Design</p>	<p>Mean Score</p> <p>Mean Score</p> <p>Mean Score</p>

		(Pattern Development Notebook)	
The Fashion Merchandising student will develop skills to write critically and evaluate and identify both peer-reviewed and retail industry sources.	W	FMD 2245 Fashion E-tailing (Case Studies)  FMD 4772 Sustainability and Social Change in Fashion (Sustainability and Social Change in Fashion Research Paper)	Mean Score  Mean Score
The Fashion Merchandising student will prepare, deliver, and critically evaluate presentations and other formal speaking activities.	S	FMD 2245 Fashion E-tailing (Website Presentation)  FMD 4926 Visual Merchandising (Store Design Presentation)  FMD 4772 Sustainability and Social Change in Fashion (Social Fashion Debate)	Mean Score  Mean Score  Mean Score
The Fashion Merchandising student will apply quantitative methods to evaluate and calculate retail- pricing structures and evaluate overall retail sales goals.	Q	FMD 2233 Introduction to Fashion Merchandising (Business Development Project)  FMD 3233 Retail Mathematics (Retail Pricing Project)	Mean Score  Mean Score

<p>The Fashion Merchandising student will evaluate and integrate knowledge of sustainability, environmental impacts, global history and cultural diversity in order to make informed decisions and better the public good.</p>	<p>R</p>	<p>FMD 3200 The History of Fashion (Global Historical Fashion Analysis Paper)</p> <p>FMD 4772 Sustainability and Social Change in Fashion (Law &amp; Regulation Reviews)</p> <p>FMD 4848 Cultural Aspects of Fashion and Dress (Cultural Fashion Presentation)</p>	<p>Mean Score</p> <p>Mean Score</p> <p>Mean Score</p>
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*\*Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*



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**COMMISSION ACTION REPORT**

This document provides the official action of the Commission as indicated in the cover letter of the same date.

May 25, 2021

**EASTERN ILLINOIS UNIVERSITY**  
**Department of Art**

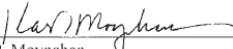
**Action:**

**Action 1 of 1:** Postponement of Accreditation Review

The Commission voted to grant a fourth-year postponement of the next accreditation review until the 2022-2023 academic year.

**Notes:**

1. The institution is asked to review carefully the NASAD Policy on Postponements, which may be found online at <https://nasad.arts-accredit.org> (see "Accreditation," beneath that "Accreditation Materials," beneath that "Protocols," and beneath that "Policy on Postponements").
2. According to the NASAD policy on postponements, the next subsequent visit is now scheduled to take place during the 2030-2031 academic year. One- and two-year postponements advance the subsequent cyclical review year by the length of the postponement. Postponements beyond two years do not advance the subsequent cyclical review beyond two years.

  
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Karen P. Moynahan  
Executive Director

KPM:jrk

## CLAS Deans' comments on B.S. in FMD (accredited) report

**Reviewer: Christopher Mitchell**

1. SLOs are generally clear and seem measurable, using a good mix of high- and mid-level Bloom's Taxonomy verbs.
2. While specific assignments are cited as collection measures, you could be more specific as to what the "mean score" entails (i.e. what the scale is) and, more importantly, what you expect a score to be to demonstrate competency. Since you have courses at different levels, also some differentiation of what the expectation would be at the lower levels versus that of the higher would be a useful metric, so as to give a more accurate view of the students' progress. These refinements will allow for greater texture of data and make it easier, I think, to use the analysis of the data to make targeted improvements to the program.
3. Please provide the latest NASAD accreditation letter to accompany, and the year of next accreditation visit. **PROVIDED AND ATTACHED**

With the refinements suggested above, the plan should be ready for data collection. Let us know if we can assist with these. We look forward to seeing data analysis in fall of 2023.