Assurance of Student Learning Report 2022-2023	
College of Health & Human Services	*Applied Human Sciences*
531 Interior Design & Fashion Merchandising	
Sheila S. Flener	
***Is this an online program*?** ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under **Assessment Cycle)**

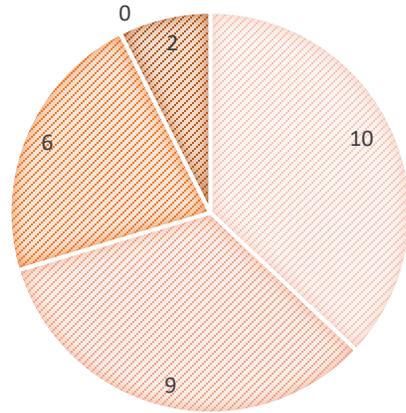|			
Program Student Learning Outcome 1: IDFM students will be able to evaluate fabrics and fibers in relation to quality, performance and end use.			
Instrument 1	**Direct:** Textile Labs**:** During weekly labs, the students will perform an analysis of fibers, yarns, fabrics, dye/print/finish methods and patterns.		
Instrument 2	**Direct:** Textile Project:		
Instrument 3	**Direct:** Final Exam: The final exam		
Based on your results, check whether the program met the goal Student Learning Outcome 1.		☒ **Met**	☐ **Not Met**
Program Student Learning Outcome 2: Fashion Merchandising students will gain understanding of the apparel production process from trend analysis to final garment construction			
Instrument 1	**Direct:** Create a mood board that is inspired by industry-standard trend forecasts from WGSN.		
Instrument 2	**Direct:** Design and illustrate a 10-look capsule collection		
Instrument 3	**Direct:** Produce and construct one full look from their capsule collection		
Based on your results, check whether the program met the goal Student Learning Outcome 2.		☒ **Met**	☐ **Not Met**
Program Student Learning Outcome 3: Interior Design Students apply knowledge of human experience and behavior to designing the built environment			
Instrument 1	**Direct:** Bar and Grille Project: The final project in this course was a Bar and Grille based on a Rock-N-Roll song. The song was analyzed using the design process steps to demonstrate concept to design intent.		
Instrument 2	**Direct:** Junior Exam:		
Based on your results, check whether the program met the goal Student Learning Outcome 3.		☒ **Met**	☐ **Not Met**
Assessment Cycle Plan:			
Nothing will change in terms of this cycle.			

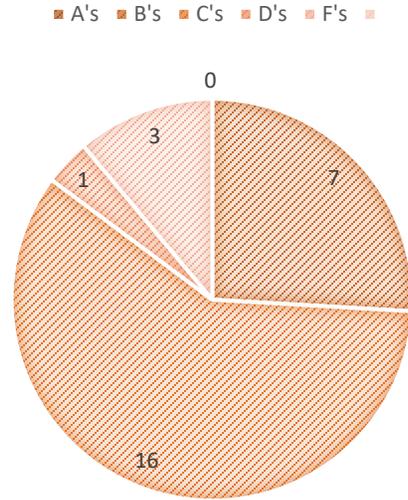| Program Student Learning Outcome 1			
Program Student Learning Outcome	IDFM students will be able to evaluate fabrics and fibers in relation to quality, performance and end use.		
Measurement Instrument 1	**Labs:** During weekly labs, the students will perform an analysis of fibers, yarns, fabrics, dye/print/finish methods and patterns.		
Criteria for Student Success	*Students must earn an average of 70% or higher*		
Program Success Target for this Measurement	Students must score 70% or higher	**Percent of Program Achieving Target**	100%
Methods	**Labs are part of IDFM 223, 27 students were accessed.**		
Measurement Instrument 2	**Textile Project:** Students are asked to explore the marketplace and select 25 different fabrics that have been used for apparel and interiors. Each of the entries is worth 4 points for a total of 100 points possible.		
Criteria for Student Success	*Students must earn an average of 70% or higher*		
Program Success Target for this Measurement	85% of students will score 70% or higher	**Percent of Program Achieving Target**	92% of the class scored 70% or higher.
Methods:	**Textile Project is completed as part of IDFM 223, 27 students were accessed.** For each of the 25 fabrics: • The fiber content with fiber and fabric performance characteristics • The method used for making the fabric (woven, knit, nonwoven) • Dye, print and finish methods, and care and renovation instructions.		

	BREAK DOWN OF GRADES ■ A's ■ B's ■ C's ■ D's ■ F's 0 2 6 10 9
Measurement Instrument 3	*Final Exam: The final exam is comprehensive and contains 100 questions.*
Criteria for Student Success	*Students must earn an average of 70% or higher*

Program Success Target for this Measurement	85% of students will score 70% or higher on final exam	**Percent of Program Achieving Target**	85% of the class scored 70% or higher.
Methods	*Exam is completed as part of IDFM 223 , 27 students were accessed.* • *Students are required to put together swatch books with samples and take notes on how the fabric is produced, fiber contents* • *An additional set of swatch cards are passed around during lectures and reviews* • *Students are given 45 samples to identify during the final exam* • *27 students were assessed*		

BREAK DOWN OF GRADES

A's B's C's D's F's

7 · 16 · 1 · 3 · 0

Based on your results, highlight whether the program met the goal Student Learning Outcome 1.	☒ **Met**	☐ **Not Met**

Results, Conclusion, and Plans for Next Assessment Cycle

<u>Results</u>: **Results for IDFM 223 Textiles, were as expected.**

<u>Conclusions</u>:   Mandating the final exam score to be 70% or higher to pass the course has been incredibly positive. Students are making a full effort for the entire 15 weeks (about 3 and a half months). Since it is a comprehensive exam, this also reinforces learning the information, not just memorizing it for a text. The textile project is also an excellent way of synthesizing information in relation to the marketplace. The hands-on experience offered in labs reinforces the lecture content and allows them to test and evaluate fiber and fabrics. As for the textbook, a new edition is released on average every two years, making the required textbook up to date and relative.

<u>Plans for Next Assessment Cycle</u>:   For the textiles project, students must submit 3 slides before the due date to ensure they include all components of the project. "Smart textiles" will also be added to the course calendar. Furthermore, FM faculty will consult and collaborate with the instructor of IDFM 231 Quality Analysis of Textiles (IDFM 223 is the prerequisite) and assess student's readiness for the IDFM 231 course.
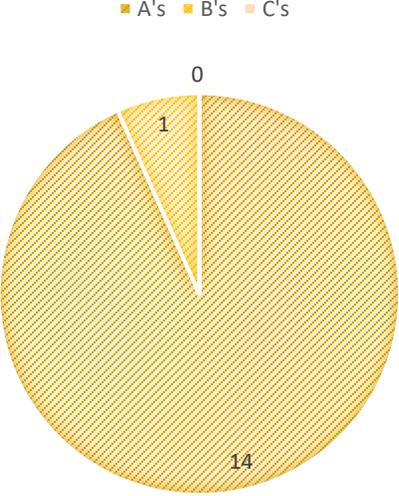
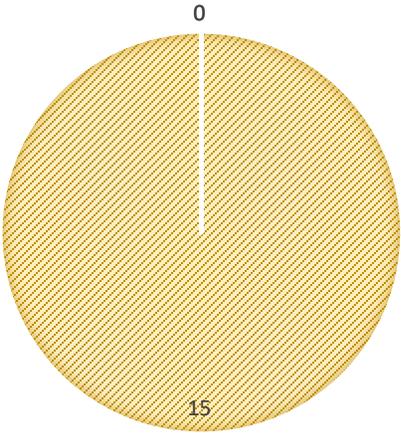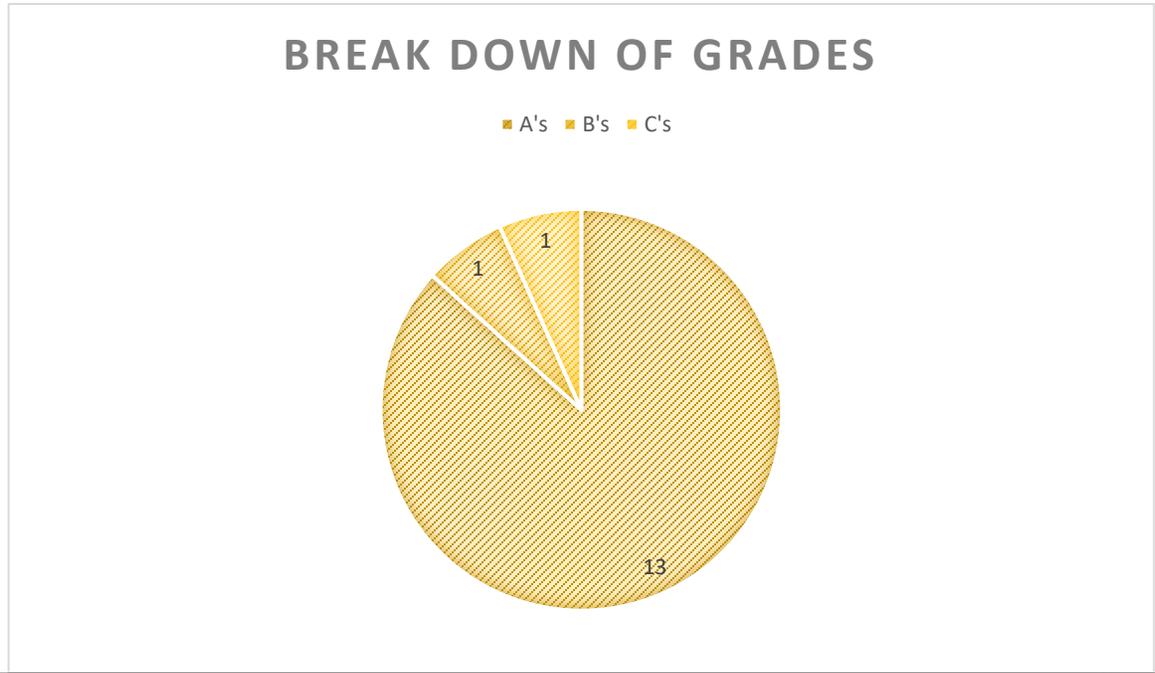| **Program Student Learning Outcome 2**	
Program Student Learning Outcome	*Fashion Merchandising students will gain understanding of the apparel production process from trend analysis to final garment construction.*
Measurement Instrument 1	*Create a mood board that is inspired by industry-standard trend forecasts from WGSN.*

Criteria for Student Success	Students must earn an average of 70% or higher on mood board		
Program Success Target for this Measurement	85% of students will score 70% or higher	**Percent of Program Achieving Target**	*100%*

Methods	*Students produce physical mood board as part of IDFM 433 by means of computer aided design (Photoshop) or collage which are then submitted for grading. 15 students were accessed.*

Mood Board Grading Rubric	
Grade	Criteria
A	Mood board is well executed with relevant imagery and texture and utilizes the principles of design. Student display's ability to translate trend inspiration into their own creative direction for capsule collection.
B	Mood board is well executed with relevant imagery and texture and utilizes the principles of design. Student display's ability to translate trend inspiration into their own creative direction for capsule collection.
C	Mood board lacks cohesiveness and abandons principles of design Student does not use the trend forecast or mood board as creative direction for capsule collection.

BREAK DOWN OF GRADES

■ A's ■ B's ■ C's

0
1
14

Measurement Instrument 2	*Design and Illustrate a 10 look capsule collection*
Criteria for Student Success	*Students must earn an average of 70% or higher on project*

Program Success Target for this Measurement	85% of students willscore 70% or higher	Percent of Program Achieving Target	100%
Methods	Students sketch and illustrate a 10-look capsule collection as part of IDFM 433 using either computer aided design (Photoshop/Illustrator) or by hand (color pencil or illustration markers) which are then submitted for grading. 15 students were accessed		

Capsule Collection Grading Rubric

Grade	Criteria
A	Students demonstrate command of medium used for their illustrations and designs a cohesive 10-look capsule collection that shows evidence of their creative direction. Capsule collection is well merchandised and includes a variety of silhouettes and product categories.
B	Students produce 10 fully colorized and illustrated designs that are in keeping with their chosen theme. Capsule collection lacks a variety of silhouettes and product categories.
C	Student sketches a capsule collection but does not fully illustrate (in color). Capsule collection does not incorporate their original theme/inspiration.

BREAK DOWN OF GRADES

■ A's ■ B's ■ C's

0

15

Measurement Instrument 3	Produce and construct one full look from their capsule collection
Criteria for Student Success	Students must earn an average of 70% or higher on capsule collection project.

Program Success Target for this Measurement	Students must score 70% or higher	Percent of Program Achieving Target	90%
Methods	Students create and submit garments as part of IDFM 433 15 students were assessed		

Production Grading Rubric	
Grade	Criteria
A	*Final garments are well constructed, fully functional and with no flaws. Student selects appropriate fabric and materials to construct their garments.*
B	*Some flaws are present, but garments are still functional and wearable. Student selects appropriate fabric and materials to construct their garments.*
C	*Garments contain many flaws but are still wearable. Student does not consider construction and/or design of garments when making fabric selections.*

BREAK DOWN OF GRADES

■ A's ■ B's ■ C's

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	☒ **Met**	☐ **Not Met**

Results, Conclusion, and Plans for Next Assessment Cycle

<u>Results</u>: **The results for this class (IDFM 433 Fashon Synthesis) have improved dramatically in the last two years. They are now meeting expectations.**

<u>Conclusions</u>: The learning outcome was met. Even o, aspects for improvement exist and/or are in motion. Increased workspace for the number of students in the course would assist.. Many students are doing their work on the floor. A plan of increasing the layout space and occupancy to the sewing lab is proposed for 2024. There is also a struggle with time management. Many students struggle to complete all coursework in the time allotted for this course. To assist faculty t offer multiple open lab / extra-help sessions, especially later in the semester, which not all students are available to attend due to scheduling conflicts.
Pre-requisite courses have been created and/or modified to better train students the skills required to be successful in this course and improvements in student work have been evident. Previously, fashion merchandising students only had Basic Apparel Construction (IDFM 131) as a freshman and then were
expected to create original garments of their own design as seniors. There was no further training of the skills needed. Since then, we have modified IDFM 335 (Apparel Design Production) to train students in advanced sewing techniques. We have also taken a course that was previously an elective (IDFM 226, Fashion Illustration) and made it a

requirement for the program. Further, we created a new course (IDFM 310 Pattern Making & Draping) to teach basic skills of the discipline that are essential for creating original garments.

Plans for Next Assessment Cycle: We hope that planned changes to the sewing lab can be completed their work in 2024. Due dates for projects (those which take less time to complete) at the front end of the semester will be condensed as to allow more time for the more challenging coursework. We will address
any skills in this course, of which students struggle, in the pre-requisite courses that are meant to prepare students for success in IDFM 433 Fashion Synthesis.

Program Student Learning Outcome 3			
Program Student Learning Outcome	Interior Design Students apply knowledge of human experience and behavior to designing the built environment		
Measurement Instrument 1	Bar and Grille Project: The final project in this course was a Bar and Grille based on a Rock-N-Roll song. The song was analyzed using the design process steps to demonstrate conceptualization to design intent.		
Criteria for Student Success	*Students must earn an average of 70% or higher*		
Program Success Target for this Measurement	*85% of students must score 70% or higher*	**Percent of Program Achieving Target**	98%
Methods	*Project is part of IDFM 302 (Interior Design Studio IV). 38 students were assessed* *Objective:* *Understanding how a concept can give precedence to hypothetical function, and the creation and exploration of new ideas.* *Assignment:* *Your assignment is to design a bar & grill to be located at the corner of Adams and Kentucky Street. The bar will be based on the concept of a rock-n-roll song. You must analyze this song to create the concept for your bar/grill.* *Step 1: Define Rock-n-Roll* *Step 2: Find song and lyrics and the meaning behind the song* *Step 3: How can you use this information to create an atmosphere or brand* *Step 4: Who is your client? 21 to 30, professionals, etc.? You need 3 levels of clients- primary, secondary, and tertiary.* *Step 5: Name for your bar and grill* *Step 6: Level of liquor you are serving? Wine bar, top shelf, etc.?* *Step 7: Choose floor plan* *Step 8: Color scheme* *Step 9: Mood Board* *Step 10: Bar design/creation of construction documents* *Step 11: Presentation documents* *Step 12: Oral presentation* *Submission:* • *2 24" x 36" presentation boards* • *Powerpoint presentation of work*		

BREAK DOWN OF GRADES

■ A's ■ B's ■ C's ■ D's ■ X's
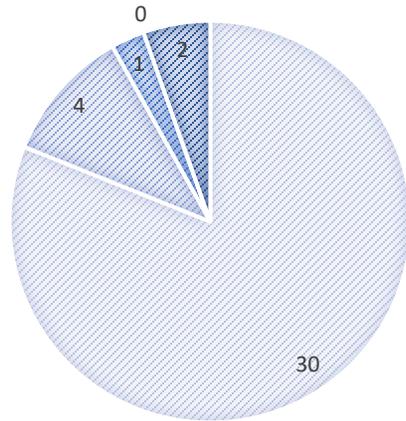
Rock-n-Roll Bar and Grille Project Rubric							
Item	Criteria	Excellent	Good	Average	Poor	Fail	Notes
1	Programming and research	15	12	9	6	0	
2	Innovation and creativity	10	8	6	4	0	
3	Coherence	10	8	6	4	0	
4	Functionality	40	36	24	16	0	
5	Fulfillment of project requirement	15	12	9	6	0	
6	Application of design principles	10	8	6	4	0	
7	Presentation	80	75	65	55	0	
	Total					180	

Measurement Instrument 2	*Junior Exam: The final exam is a comprehensive exam covering 3 years of course work. The exam was 170 questons and covered the categories used in the NCIDQ IDFX exam.* ■ Design Communication ■ Human Behavior and the Design Environment ■ Building Systems and Construction ■ Furniture, Finishes, Equipment, and Lighting ■ Programming and Site Analysis ■ Technical Drawing Conventions ■ Construction Drawings and Specification
Criteria for Student Success	*Students must earn an average of 70% or higher*

Program Success Target for this Measurement	*85% of students must score 70% or higher*	**Percent of Program Achieving Target**	*97.3%*
Methods	*The exam is given online as part of IDFM 302 (Interior Design Studio IV)and the questions are reordered for each taker. The exam examines knowledge and competency in: design communication – building systems and construction – programming and site analysis – construction drawings and specification – human behavior and the design environment – furniture, finishes, equipment, and lighting – technical drawing conventions. 37 students were assessed.* *The break-down is as follows:* • *Programming and Site Analysis 15%* • *Human Behavior and the Design Environment 10%* • *Building Systems and Construction 15%* • *Furniture, Finishes, Equipment, and Lighting 15%* • *Construction Drawings and Specification 20%* • *Technical Drawing Conventions 15%.* • *Design Communication 10%*		

Break down of grades
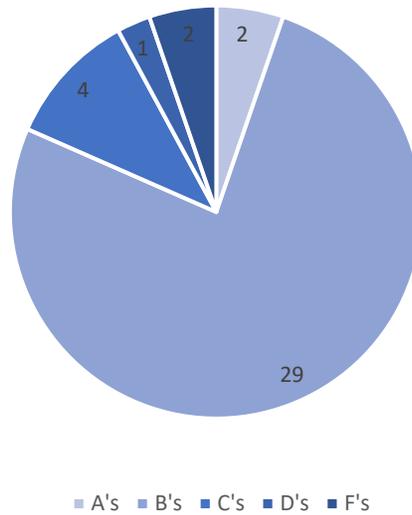
Legend: ■ A's ■ B's ■ C's ■ D's ■ F's

Values shown: 2, 2, 1, 4, 29

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	☒ Met	☐ Not Met

Results, Conclusion, and Plans for Next Assessment Cycle

<u>Results</u>: **The results for IDFM 302 (Interior Design Studio IV) are better by instituting changes proposed in the ASL report in 2021-2022 . 37 Students were accessed.**

- More work needs to be done on the importance of programming. Students want to immediately jump into a design solution without thinking it through. Emphasizing the importance of programming in earlier studios should help.
- Moving technology up a semester has improved the quality of the work

<u>Conclusions</u>:

What worked?
1. Bar project improved by adding a requirement of creating a powerpoint presentation of the programming phase of the project
2. Bar project improved by marking up furniture plans and sending them back to the student to correct.
3. Exam results improved by intituting exams in the sophomore year to reinforce the information.

What didn't work?
1. Bar project renderings are in need of improving by working with students on camera placement, lighting and color schemes
2. Bar project presentation boards quality needs more improvement. We need to revamp our IDFM 221 Visual Design II course
3. Exams scores: We need to reinforce the Design principles & elements by students analyze images of rooms, analyze their renderings and creating exams for every studio.

<u>**Plans for Next Assessment Cycle**</u>:

We plan to do the following:
1. Revamp studios to include a final exam over concepts from previous studios and co-requisite courses.
2. Revamp IDFM 221 Visual Design II to have more emphasis on presentation boards

3. Having students turn in their renderings for grade before the presentation is created.
4. **Adding a component to every project emphasing the principles & elements of design.**

Interior Design CURRICULUM MAP

Program name:	Interior Design
Department:	Applied Human Sciences
College:	College of Health and Human Services
Contact person:	Sheila S. Flener
Email:	sheila.flener@wku.edu

KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

			Learning Outcomes					
			LO1:	LO2:	LO3:	LO4:	LO5	LO6
			Interior Design Students demonstrate a knowledge of human and environmental conditions that vary according to geographic location and impact design and construction decisions.	Interior Design Students work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions.	Interior Designer Students apply the knowledge of the principles, processes, and responsibilities that define the profession and the value of interior design to society.	Interior Design Students apply knowledge of human experience and behavior to designing the built environment	Interior Design Students can apply problem solving methods throughout the design process to arrive at a comprehensive design solution.	Interior Design Students will be able to produce competent contract documents including coordinated drawings, schedules, and specifications appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related.
Course Subject	Number	Course Title						
IDFM	101	Foundations of Interior Design			I			
IDFM	120	Visual Design I			I		I	
IDFM	151	Survey of Arch. & Interiors I	I/A			I/A		
IDFM	152	Survey of Arch. & Interiors II	I/A			I/A		
IDFM	201	Interior Design Studio I	I		I		I	I
IDFM	221	Visual Design II					I	
IDFM	222	CAD in Human Environment					I	I
IDFM	223	Textiles		I/A				
IDFM	243	Material & Finishes for ID	I/A	I/A		I/A		
IDFM	300	Interior Design Studio II	I/A	I/A	I/A	I/A	I/A	I/A
IDFM	301	Interior Design Studio III	R	R	R	R	R	R
IDFM	302	Interior Design Studio IV	R	R	R	R	R	R
IDFM	304	Lighting & Environmental Controls	I/A	I/A		R/A	R/A	R/A
IDFM	321	Professional Ethics & Issues Seminar			R/A	R		
IDFM	344	Digital Rendering for Interiors					I	I
IDFM	401	Interior Design Studio V	R	R	R	R	R	R
IDFM	402	Senior Design Thesis	M/A	M/A	M/A	M/A	M/A	M/A
IDFM	403	Business Principles & Practices for ID	R/A	R/A	R/A		R/A	
IDFM	410	IDFM Internship	A	A	A	A	A	A
IDFM	421	Portfolio Design	M/A	M/A	M/A	M/A	M/A	M/A
IDFM	427	Visual Design III					R/A	R/A
MKT	220	Basic Marketing Concepts		I/A			I/A	
MKT	331	Social Media Marketing		R/A			R/A	
ART	105 or 106	History of Art to or Since 1300				I/A		

Fashion Merchandising CURRICULUM MAP

Program name:	Fashion Merchandising
Department:	Applied Human Sciences
College:	College of Health and Human Services
Contact person:	Sheila S. Flener
Email:	sheila.flener@wku.edu

KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

			Learning Outcomes				
			LO1:	**LO2:**	**LO3:**	**LO4:**	**LO5**
			Fashion Merchandising students will be able to evaluate fabrics and fibers in relation to quality, performance and end use.	Fashion Merchandising students will gain knowledge on the importance of apparel and dress throughout history, paying attention to cultural nuance.	Fashion Merchandising students will gain understanding of the apparel production process from trend analysis to final garment construction.	Fashion Merchandising students gain proficiencies in computer aided design programs, including but not limited to Adobe Illustrator, Photoshop, and Indesign.	Fashion Merchandising students will be able to calculate merchandising math for the buying function that includes a 6-month plan, assortment plans, stock turnover rates and open-to-buy plans.
Course Subject	**Number**	**Course Title**					
IDFM	120	Visual Design I			I/A		
IDFM	131	Basic Apparel Construction			I/A		
IDFM	132	Perspectives of Dress		I			
IDFM	221	Visual Design II				I/A	
IDFM	222	CAD in Human Environment				I/A	
IDFM	223	Textiles	I/A				
IDFM	231	Textile and Apparel Quality Analysis	R				
IDFM	321	Professional Ethics & Issues Seminar			I	I	
IDFM	226	Fashion Illustration				I	
IDFM	310	Pattern Making and Draping				R	
IDFM	322	Merchandising I for IDFM					I/R
IDFM	332	History of 20th Century Fashion		R/M			
IDFM	333	Fashion Fundamentals		I	I		
IDFM	335	Apparel Design Production			R/A		
IDFM	410	IDFM Internship	M/A	M	M	M	M
IDFM	421	Portfolio Design				R/A	
IDFM	427	Visual Design III				M	
IDFM	431	Clothing & Human Behavior		M			
IDFM	432	Visual Merchandising & Promotion					
IDFM	433	Fashion Synthesis	M/A	M	M	M	M
IDFM	436	Global Apparel Merchandising	R	R	R	R	R
IDFM	438	Merchandising II for IDFM			R	R	R/M/A
MGT	210	Organization & Management	I	I	I	I	I
MKT	220	Basic Marketing Concepts			I		I
MKT	331	Social Media Marketing				I	I