

Assurance of Student Learning Report 2023-2024

Applied Human Sciences

Interior Design & Fashion Merchandising 531

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**)

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.

Program Student Learning Outcome 1: IDFM Students work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions.

Instrument 1 **Direct:** Interior Design students will team with Fashion Merchandising students to create a Pop-up shop as a component of the subscription box that Fashion Merchandising and Graphic Design Students are creating.

Instrument 2 **Direct:** Fashion Merchandising students (IDFM 438 Merchandising II) will team with Art Students (ART 433 Package Design) to create a subscription box

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 Grill Project: The final project in this course was a Bar and Grill 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:

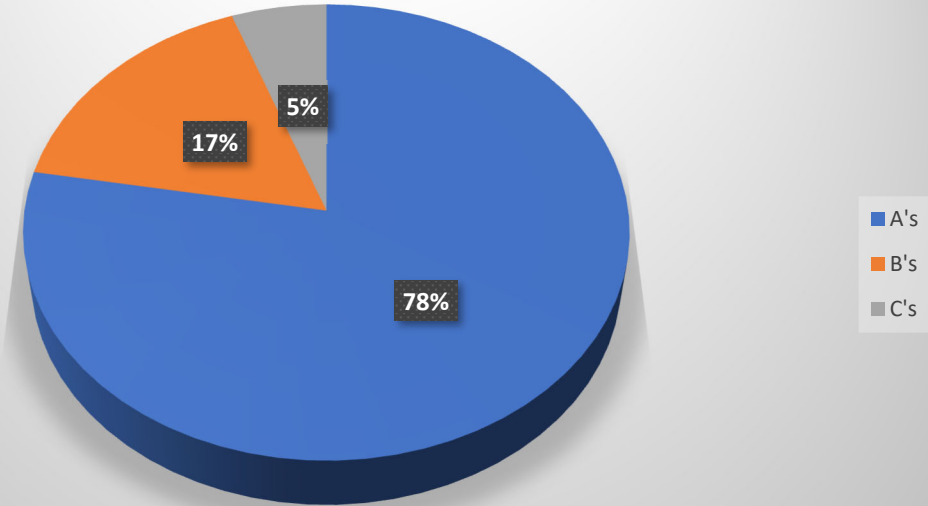
Instrument 1:

1. We will be changing the program learning outcomes to include ID students in this outcome.
2. Schedule IDFM 401 and IDFM 438 at the same time in Fall 2025. Students have registered for both of these courses so it is impossible to make this happen in the fall of 2024. The ID & FM collaboration project will be revisited in the fall of 2025.
3. More collaboration between instructor during the summer will result in better planning on everyone's part.

Instrument 2:

Instrument 3:

1. Reorganizing IDFM 201 and 300 so that students are exposed to presentation boards
2. Reorganizing IDFM 221 Visual Design II so that students are learning presentation skills
3. More emphasis on learning from previous course contribute to success in higher studios

Program Student Learning Outcome 1											
Program Student Learning Outcome	IDFM Students work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions.										
Measurement Instrument 1	Interior Design students will team with Fashion Merchandising students to create a Pop-up shop as a component of the subscription box that Fashion Merchandising and Graphic Design Students are creating.										
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	<div><h3>Grades</h3><table><tr><th>Grade</th><th>Percentage</th></tr><tr><td>A's</td><td>78%</td></tr><tr><td>B's</td><td>17%</td></tr><tr><td>C's</td><td>5%</td></tr></table></div> <p>Interior Design students will team with Fashion Merchandising students to create a Pop-up shop as a component of the subscription box that Fashion Merchandising and Graphic Design Students are creating. 36 students were assessed</p>			Grade	Percentage	A's	78%	B's	17%	C's	5%
Grade	Percentage										
A's	78%										
B's	17%										
C's	5%										

Rubric Used:

FINAL PRESENTATION | SUBSCRIPTION BOX | IDFM 438 & 401, ART 433

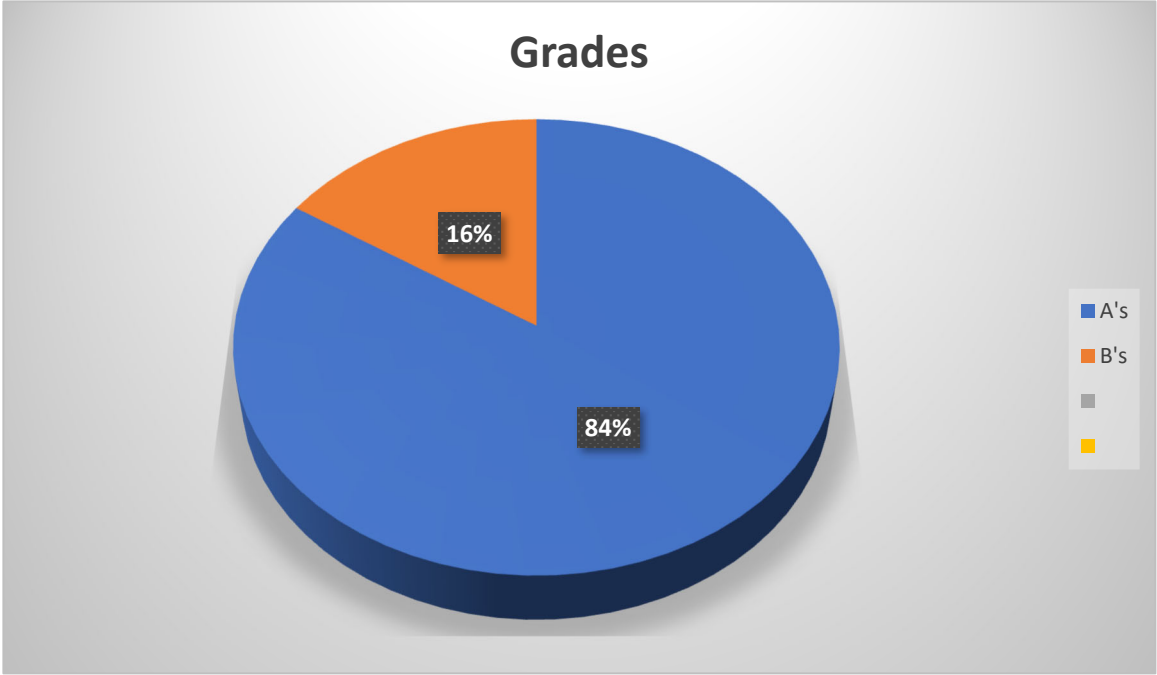
Names: _____ Box Concept Name: _____

Exceeds= **Excellent**, exceeds expectations

Satisfactory= **Meets Basic Expectations**, but needs some modifications/could be clearer

Inadequate= **Below Average**, not clear on approach

Fashion Merchandising	
Concept <ul style="list-style-type: none"> Brand Position and Concept are appropriate for target market and reflect advanced-level conceptual thinking & creativity Covered goals, objectives, and intentions; clearly defined and supported marketing decisions and implementation 	Concept Rating: ____ (E, S, I) Presentation Rating: ____ (E, S, I) Comments:
Presentation Skills <ul style="list-style-type: none"> Organized and well-thought-out Clear and easy to understand; volume and ease of presenters were conducted in a professional manner Presenters seemed comfortable with their material and ideas 	
Interior Design	
Concept <ul style="list-style-type: none"> Design is appropriate for the store concept Design is appropriate for the event Drawings are high quality Functionality Innovation and creativity 	Concept Rating: ____ (E, S, I) Presentation Rating: ____ (E, S, I) Comments:
Presentation Skills <ul style="list-style-type: none"> Content is well organized Presentation layout is clear Speak clearly Interaction with audience Time management 	
Package Design	
Concept, Design, & Research <ul style="list-style-type: none"> Design is appropriate for target market and reflects advanced-level conceptual thinking & creativity Covered goals, objectives, and intentions; clearly defined and supported design decisions and implementation Clearly highlighted research and explained how research influenced and validated aesthetic choices 	Concept Rating: ____ (E, S, I) Presentation Rating: ____ (E, S, I) Comments:
Presentation Skills <ul style="list-style-type: none"> Organized and well-thought-out Clear and easy to understand; volume and ease of presenters were conducted in a professional manner Presenters seemed comfortable with their material and ideas 	

Measurement Instrument 2	<i>Fashion Merchandising students (IDFM 438 Merchandising II) will team with Art Students (ART 433 Package Design) to create a subscription box</i>
Criteria for Student Success	<i>Students must earn an average of 70% or higher</i>
Program Success Target for this Measurement	<i>Students must score 70% or higher</i>
	Percent of Program Achieving Target 100%
Methods	<p><i>Fashion Merchandising students (IDFM 438 Merchandising II) will team with Art Students (ART 433 Package Design) to create a subscription box 19 students were assessed</i></p>  <p><i>Rubric Used:</i></p>

FINAL PRESENTATION | SUBSCRIPTION BOX | IDFM 438 & 401, ART 433

Names: _____ Box Concept Name: _____

Exceeds= Excellent, exceeds expectations

Satisfactory= Meets Basic Expectations, but needs some modifications/could be clearer

Inadequate= Below Average, not clear on approach

Fashion Merchandising	
Concept <ul style="list-style-type: none"> Brand Position and Concept are appropriate for target market and reflect advanced-level conceptual thinking & creativity Covered goals, objectives, and intentions; clearly defined and supported marketing decisions and implementation 	Concept Rating: ____ (E, S, I) Presentation Rating: ____ (E, S, I) Comments:
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Presentation Skills <ul style="list-style-type: none"> Organized and well-thought-out Clear and easy to understand; volume and ease of presenters were conducted in a professional manner Presenters seemed comfortable with their material and ideas 	

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 (Describe what worked, what didn't, and plan going forward)

Results:

- This was also one of the classes greatly impacted by the loss(death) of a student in the program towards the end of the semester.*
- Most of the students learned to collaborate with their classmates on the project. This worked well in all but 2 pairings in which one student felt that their classmate did not contribute their share of the work to complete the project. Most teams learned to collaborate with the "client Team" to produce a project that was well designed, and fit the needs and branding of the client.*

Conclusions:

What worked?

- Collaboration between IDFM 438 and Art 433
- Technical skills that ID students have gained made for better projects. This was due to moving technical courses up in the program.

What didn't?

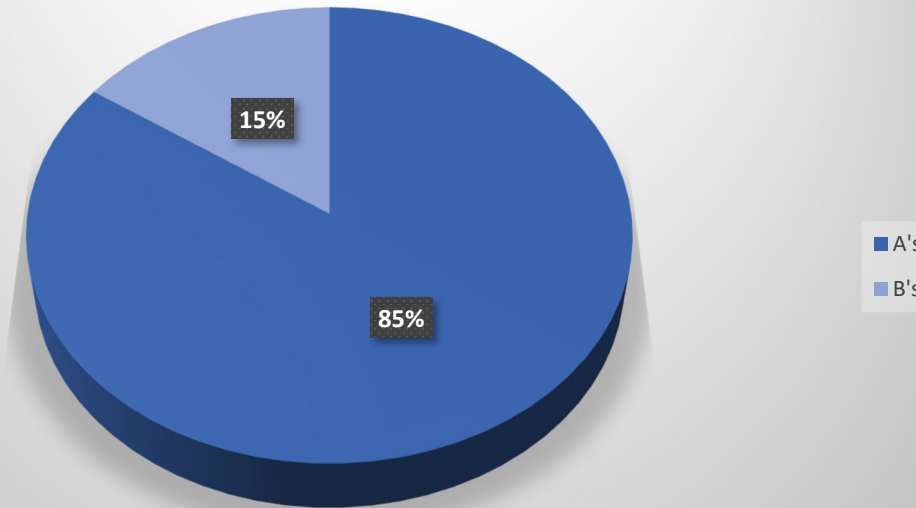
- The ID-partnering class was changed on the schedule at the last minute and met on alternate days from both the FM and ART classes. This made the collaboration very difficult. If we plan to continue this collaboration it will be important (for students) to keep all 3 classes so that there is some crossover with meeting times allowing them to do group work.
- There was a schedule change this particular semester that meant the class was not able to meet with the FM/GD students in person or see their presentations. It would be much better to ensure the studios could meet together for at least the branding and the final presentations.
- The packages were not shared with the IDFM 401 students as promised on October 25th. Some of the projects were not completed once they were shared. This gave the ID students a condensed time to complete and turn the design in to them in time for their final presentations.
- Some teams had delayed responses from their "Client team" which squeezed the schedule even more.

Plans for Next Assessment Cycle:

- Schedule IDFM 401 and IDFM 438 at the same time in Fall 2025.
- Better collaboration between faculty will improve the sharing of information.

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	85%
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. 13 students were assessed			

Grades

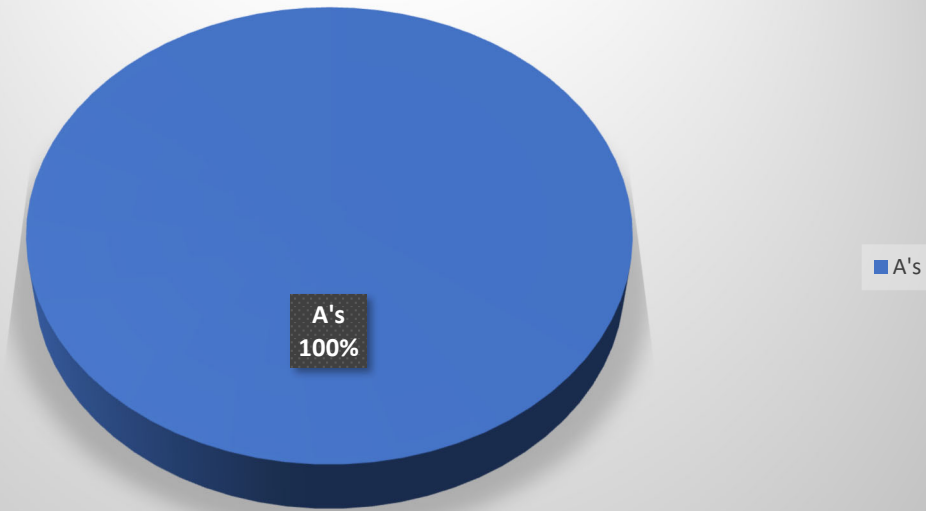


Rubric Used:

<i>Capsule Collection Grading Rubric</i>	
<i>Grade</i>	<i>Criteria</i>
<i>A</i>	<i>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.</i>
<i>B</i>	<i>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.</i>
<i>C</i>	<i>Student sketches a capsule collection but does not fully illustrate (in color). Capsule collection does not incorporate their original theme/inspiration.</i>

Measurement Instrument 2	<i>Design and Illustrate a 10 look capsule collection</i>		
Criteria for Student Success	<i>Students must earn an average of 70% or higher on project</i>		
Program Success Target for this Measurement	<i>85% of students will score 70% or higher</i>	Percent of Program Achieving Target	<i>100%</i>
Methods	<i>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. 13 students were assessed</i>		

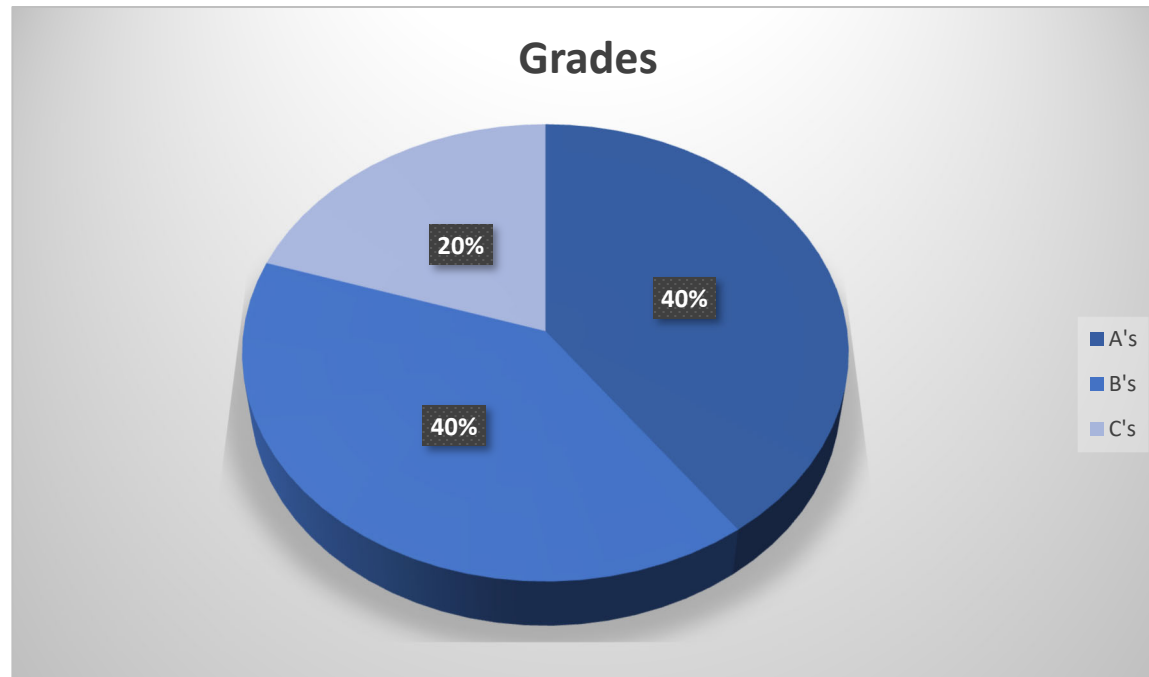
Grades



Rubric Used:

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.

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	85% of students will score 70% or higher	Percent of Program Achieving Target	80%
Methods	Students create and submit garments as part of IDFM 433 13 students were assessed		



Rubric Used:

		Complexity of Design	Fully Finished Garments	Construction	Cohesion of Design to Chosen Trend/Theme
!	Design is complex and fully thought out with construction details.	Fully finished, wearable garments with no raw edges or unfinished hems.	Sewing exhibits even seams and mastery of technique.	There is a clear connection between the final look and the trend chosen.	
:	Design is simple but fully thought out.	Wearable garments with some unfinished hems/edges.	Minor mistakes in garment construction.	There is some connection between the final look and the trend chosen.	
<	Design is simple and not fully developed.	Garments are sewn but unwearable.	Many mistakes in garment construction.	There is little connection between the final look and the trend chosen.	
B	Design lacks any construction details and complexity.	Garments were started but left incomplete.	Garments are not fully sewn.	There is no connection between the final look and the trend chosen.	
^	No (or incomplete) design submitted.	No (or incomplete) garment submitted.	No work submitted.	No work submitted.	

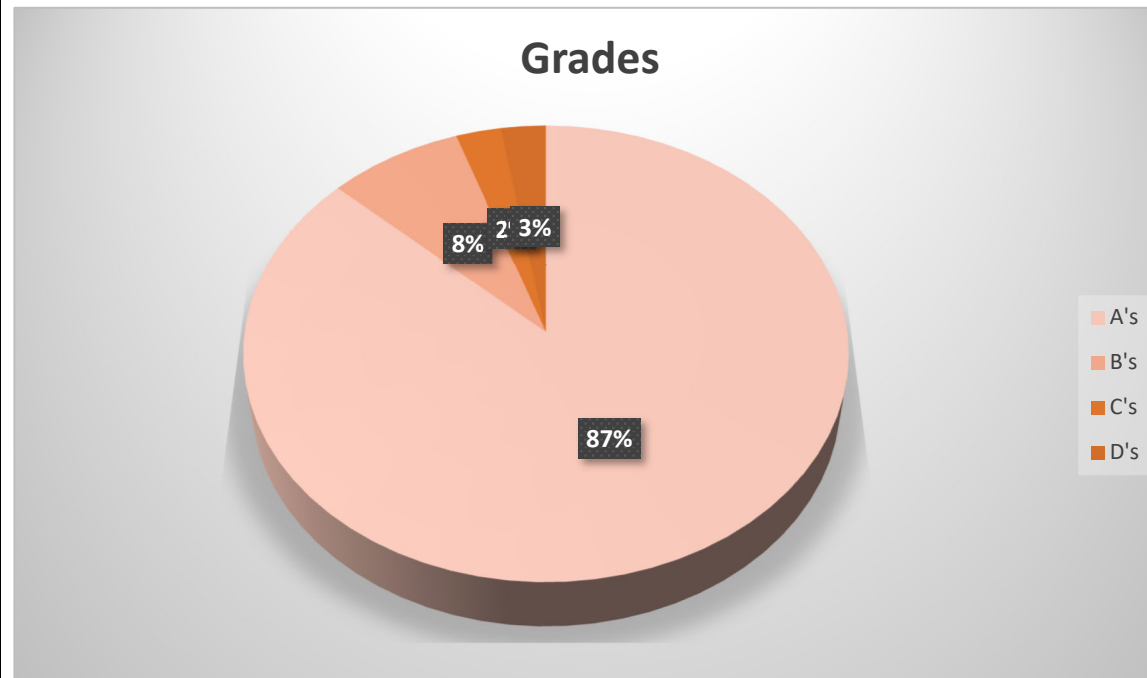
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward) Results: <i>The results for this class have improved dramatically in the last two years. They are now meeting expectations.</i> Conclusions: <i>The learning outcome was met. Even so, aspects for improvement exist. A more efficient workspace for the number of students in the course would make a huge difference. Many students are doing their work on the floor of the classroom and the hallway. A plan of increasing the layout space and occupancy to the sewing lab was proposed for 2024. Many students struggle to complete all coursework in the time allotted for this course. To remedy this, I 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 that were created and/or modified to better train students in the skills required to be successful in this course have continued to show improvements in student work.</i> What worked? <i>Changes made to the curriculum to better train students to be successful in this course.</i>		

What Didn't? *The workspace and the inability of students not being able to attend open lab times.*

Plans for Next Assessment Cycle: For Spring 25 we are going to break this class into two meeting times - students are showing signs of burnout by a 4-hour, once-a-week lab. We will also begin using a web-based design software called Browzwear to assist students in creating their original designs.

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	<i>Bar and Grill Project: The final project in this course was a Bar and Grill based on a Rock-N-Roll song. The song was analyzed using the design process steps to demonstrate concept to design intent.</i>		
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%

Methods




Bar and Grill Project: The final project in this course was a Bar and Grill based on a Rock-N-Roll song. The song was analyzed using the design process steps to demonstrate concept to design intent. 38 students were assessed

Rubric used:

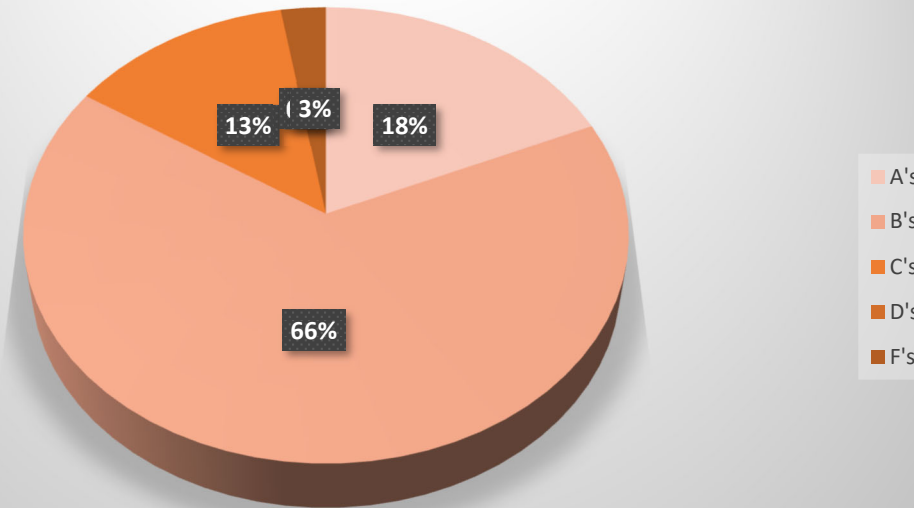
Name:				
Criteria	Excellent- 25 possible	Satisfactory-15 possible	Unsatisfactory-10 possible	Poor-0 possible
Concept: Did the outcome meet the concept of the design through the song analysis				
Innovation & Creativity: Did the design show creativity or drop and drag sensibility				
Functionality: Did the design meet ADA and space planning codes and rules				
Graphic Quality: No typos, everything labeled, did your presentation board have a design that met the concept.				
Subtotal Points				
Total Points				

Measurement Instrument 2

Junior Exam: The final exam is a comprehensive exam covering 3 years of course work. The exam was 170 questions and covered the categories used in the NCIDQ IDFX exam.

	 <ul style="list-style-type: none"> ■ 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 		
Criteria for Student Success	<i>Students must earn an average of 70% or higher</i>		
Program Success Target for this Measurement	<i>85% of students must score 70% or higher</i>	Percent of Program Achieving Target	<i>97%</i>
Methods	<p><i>The exam is given online 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. Thirty eight students were assessed.</i></p> <p><i>The break-down is as follows:</i></p> <ul style="list-style-type: none"> • <i>Programming and Site Analysis 15%</i> • <i>Human Behavior and the Design Environment 10%</i> • <i>Building Systems and Construction 15%</i> • <i>Furniture, Finishes, Equipment, and Lighting 15%</i> • <i>Construction Drawings and Specification 20%</i> • <i>Technical Drawing Conventions 15%.</i> • <i>Design Communication 10%</i> 		

Grades



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 (Describe what worked, what didn't, and plan going forward)

Results: The results are better by instituting some of the changes proposed in the ASL report in 2022-2023.

- *The importance of programming is being stressed.*
- *Graphic Design principles are emphasized more in earlier projects in the semester.*

Conclusions:

What worked?

- 1. Studio IV projects have improved by adding a requirement of creating a powerpoint presentation of the programming phase of the project*
- 2. Bar project improved by working with students on the first two projects in the course on their graphic design layouts.*
- 3. Renderings have improved due to overhaul of the IDFM 304 lighting course.*

What didn't work?

- 1. Bar project renderings are in need of improving by working with students on camera placement.*
- 2. Bar project presentation boards need to be improved graphic design and labeling projects as per design standards*
- 3. Exams scores: We need to reinforce concepts such as the selection of furniture, finishes, equipment, space planning, and building codes.*

Plans for Next Assessment Cycle:

We plan to do the following:

- 1. Revamp Studio I and 2 to have presentation boards and powerpoints*
- 2. More emphasis on presentation skills in IDFM 221 Visual Design II*
- 3. Dropping 1 project from this studio to allow more time to work on the Bar project. The components from the first two projects can be combined.*



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