

Fashion Studies Assessment Report AY17-18

Summary

The Fashion Studies Department undertook a variety of activities to learn about student performance in the revised Fashion Studies BA program and to better learn about assessment results from the previous year, AY16-17, involving resumes and Garment Comparison essays. In Fall 2017, student resumes were, overall, slightly stronger (with no individual resumes having particularly noteworthy issues, as in the previous year). The area most in need of improvement remained students' abilities to present their work experience in measurable ways. Compared with Spring 2017, Fall 2017 student Garment Comparison essays from Apparel Evaluation were noticeably stronger.

New activities illustrated that students in Marketing Fashion Brands performed at an appropriate level for sophomores and juniors, with opportunity to improve in connecting their market research to their campaigns. The assessment activity in Digital Patternmaking illustrated that students are exposed to unique technologies for creating patterns, though limited access to the software made it difficult for those external to the course to adequately view the patterns.

In this and in last year's assessment activities, Department leadership has made effective use of industry professionals to make sure that curriculum is up-to-date with industry expectations, and leadership has brought in external faculty so that a great number of faculty, full- and part-time, engage in conversations regarding student performance.

I. Major Degree Programs

Fashion Studies BA
Fashion Design BFA

II. Learning Outcomes Assessed AY17-18

Fashion Studies BA: Product Development

- Apply fashion industry-related skills and technologies to construct a variety of garments and fashion
- Utilize methodologies that creatively leverage an understanding of ethical and sustainable fashion industry practices.

Fashion Studies BA: Merchandising

- Create a true-to-brand mock selling environment
- Critique evolving peer ensembles for market-readiness, textile selection, segment suitability, cost, and markup (MSRP)

Universal Learning Outcomes Assessed

- Communication
- Career Readiness

- Creativity
- Ethics

III. Assessment 1: Resumes from Decision Making for Fashion Business (27-3970)

Method

Similar to the year before, a panel of three outside professionals assessed students' resumes, utilizing a rubric with 12 criteria and a scale of 1 to 5 (See Appendix A). A norming session and follow-up conversation were held. The panel reviewed 29 resumes.

Results

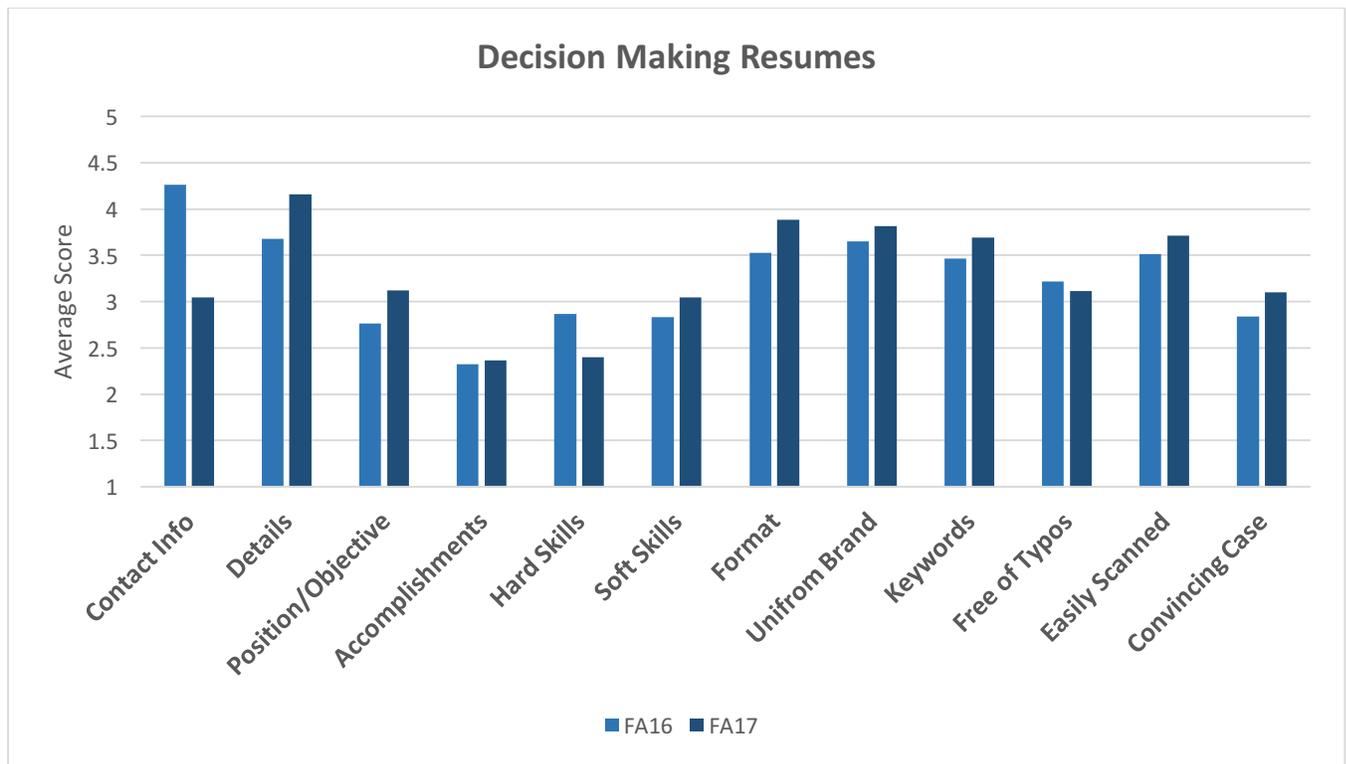


Figure 1. Decision Making for Fashion Business Student Resumes. FA16 N= 27, FA17 N= 29.

Resume Criteria, FA16- FA17 Averages, Relative Ranking

1. Provides necessary details in expected areas	3.93
2. Creates a uniform brand	3.74
3. Uses a professional, industry and position-appropriate format	3.73
4. Easily and quickly scanned and understood	3.62
5. Provides expected contact information	3.58

6. Uses industry-appropriate keywords typically found by search engines	3.58
7. Does not contain spelling, grammatical, and usage errors	3.16
8. As a whole, presents a convincing case	2.98
9. Includes a clear and appropriate position summary or career objective statement	2.95
10. Lists and shows evidence of soft skills and competencies related to the position summary or career objective statement	2.94
11. Lists and shows evidence of hard skills and competencies that align with the position summary or career objective statement	2.62
12. Offers measurable and quantifiable accomplishments that align with the position summary or career objective statement	2.35

Reviewers noted that students did not often include links to websites or LinkedIn pages, and reviewers frequently wrote that students didn't present measurable accomplishments. Additionally, one reviewer stressed the importance of graduating students having a career objective statement.

Moving Forward

- Students struggle to know how to present measurable accomplishments from the positions they've had at this point in their career and would likely benefit from being shown examples of resumes that effectively detail accomplishments from those at a similar career stage.
- Students might be encouraged to include readily available links to any professional websites/professional portfolio sites.

IV. Assessment 2: Comparison Essay from Apparel Evaluation (27-3115)

Method

Like last year, a panel of three outside professionals read and scored students' Garment Comparison 5 essays. The panel utilized a rubric with 12 criteria and a scale of 1 to 5. A norming session was held, and the panelists also submitted their overall impressions via email. The work of 42 of students was assessed.

Results

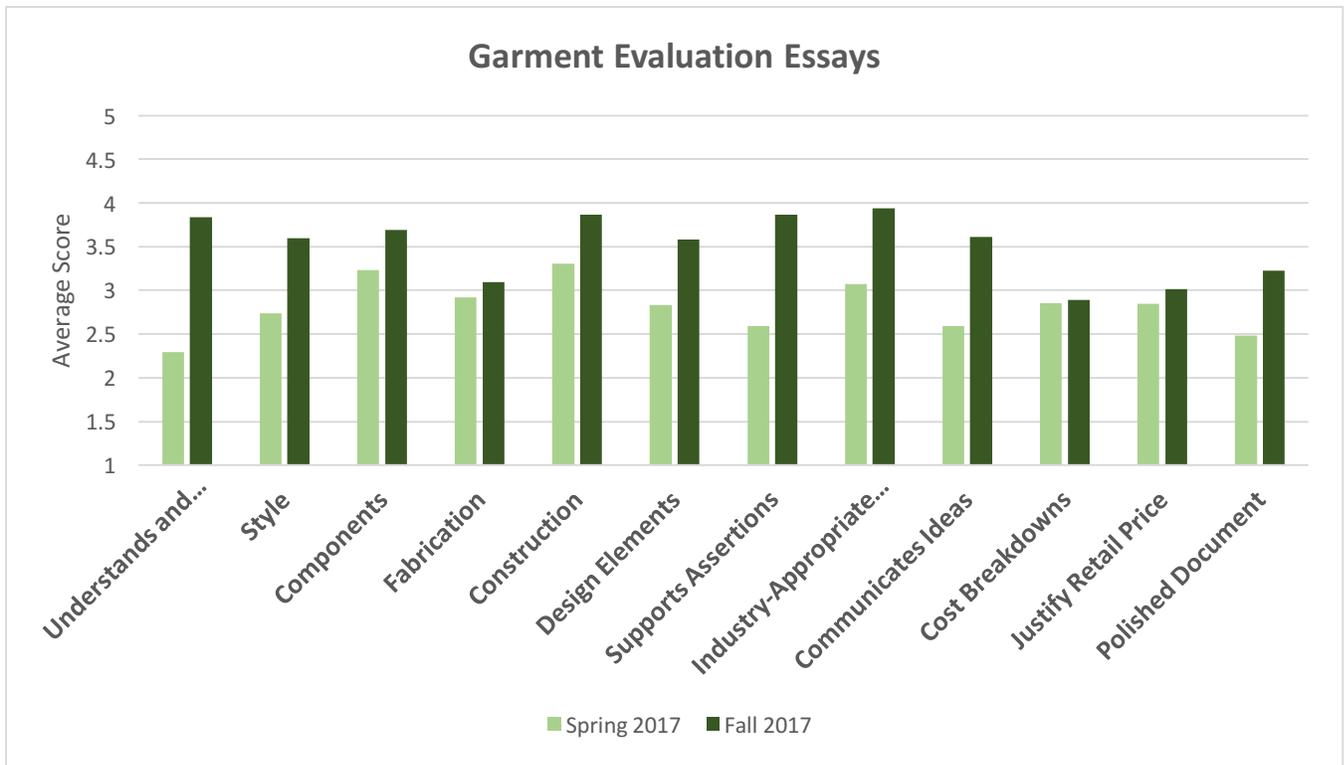


Figure 2. Garment Comparison Essays, SP17 N= 27, FA17 N= 42

Spring 2017 and Fall 2017 Garment Comparison Averages, Relative Ranking by Criteria

1. Evaluate the Construction of Better Wear Garments	3.649
2. Uses Industry-Appropriate Language to Discuss Garments	3.601
3. Evaluate the Components of Better Wear Garments	3.515
4. Able to Support Assertions with Details	3.351
5. Evaluate the Design Elements of Better Wear Garments	3.308
6. Evaluate the Style of Better Wear Garments	3.261
7. Understands and Contextualizes the “Better Wear” Market	3.232
8. Communicates Ideas About Apparel Evaluation	3.214

9. Evaluate the Fabrication of Better Wear Garments	3.029
10. Able to Justify Retail Price from Garment Costs	2.947
11. Proofread and Submitted a Polished Document	2.935
12. Able to Breakdown Costs of Garments	2.877

Moving Forward

- Scores from Fall 2017 were notably higher in several criteria, particularly “Understands and Contextualizes Better Wear” and “Supports Assertions.” It is likely worth considering any changes that were made between semesters to understand what led to improvement.

V. Assessment 3: Digital Patternmaking (27-3640)

Method

To assess the Program Learning Outcomes 1) Apply fashion industry-related skills and technologies to construct a variety of garments and fashion and 2) Utilize methodologies that creatively leverage an understanding of ethical and sustainable fashion industry practices, a panel of two external faculty assessed student work from the “Future of Patternmaking Assignment” in which students were asked to create a pattern from a decade in the future and write a short essay to explain their design, aesthetic, and material choices. The panel utilized a rubric with ten criteria and a scale of 1 to 5, adapted from the instructor’s rubric (see Appendix C). A norming session and follow-up conversation were held. The work of 16 of students was assessed.

Due to the very specific digital patternmaking software used and its limited availability on campus, rendering the patterns in a format that could be easily shared with outside reviewers proved very difficult. Reviewers did their best to assess the patterns themselves but, due to limitations, focused more on the essays.

Results

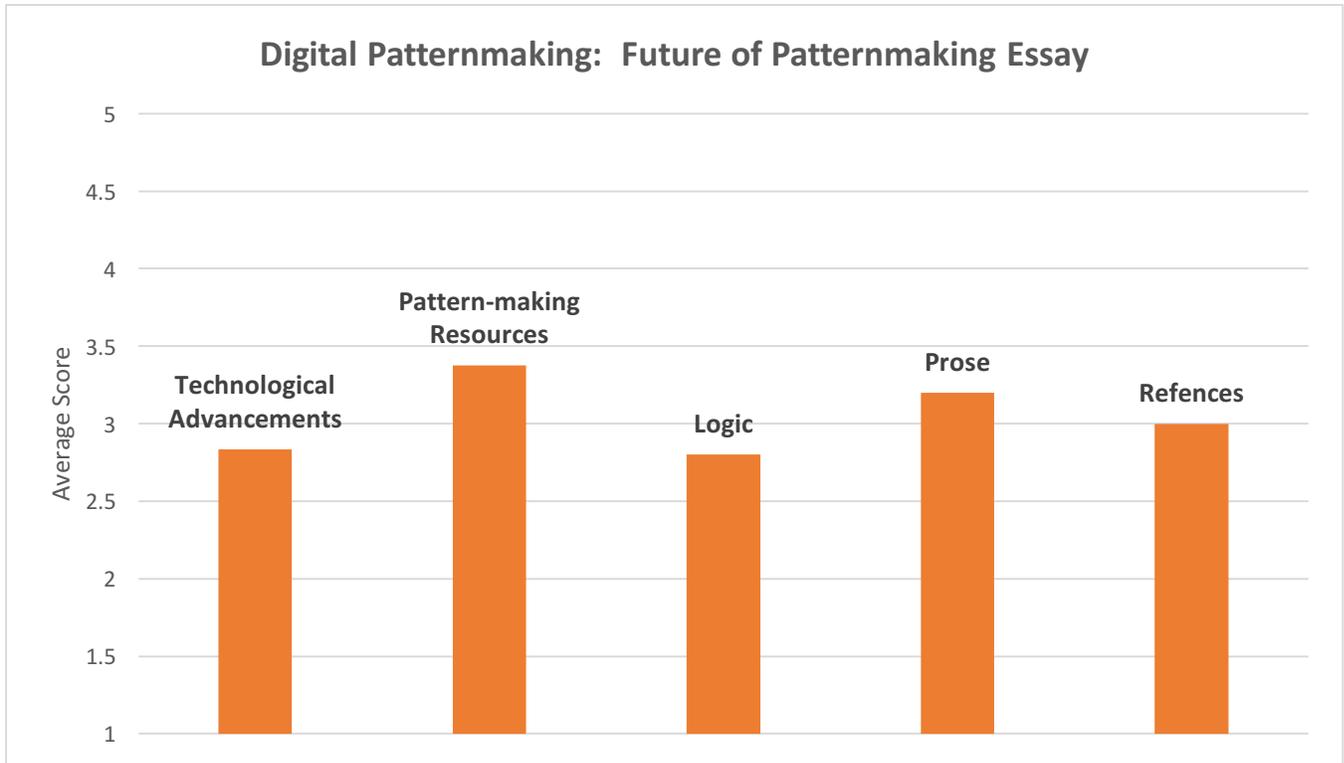


Figure 3. Future of Patternmaking Essay Scores, N= 16.

Criteria Answered with Yes/No Rather than Numerical Scores, Ranked

	Percent "Yes"	Percent "No"
1. Style is evident based on pattern created	77.8%	22.2%
2. All patterns are labeled	76.9%	23.1%
3. Cut numbers are indicated	72.7%	27.3%
4. No more than two grammar or spelling mistakes	62.3%	28.6%
5. Fabrics are labeled, if necessary	0%	100%

Moving Forward

- The department might consider the benefits and drawbacks to the technologies used in Digital Patternmaking to determine how to use the most up-to-date and innovative technologies while also ensuring that students are able to utilize the work they created for future classes and in their own portfolios.

VI. Assessment 4: Marketing Fashion Brands (27-2935)

Method

To assess the Program Learning Outcomes, 1) Create a true-to-brand mock selling environment and 2) Critique evolving peer ensembles for market-readiness, textile selection, segment suitability, cost, and markup (MSRP), student work from the Boy Meets Girl semester project was assessed by a panel of two external faculty. The project, a partnership with the Boy Meets Girl® fashion brand and part of the Boy Meets Girl® University initiative, involved student teams creating a research-based marketing plan and promotions for Boy Meets Girl apparel (see Appendix D). The assessment panel used a rubric with 12 criteria and a scale of 1 to 5 (see Appendix E). A norming session and follow-up conversation were held. The panel assessed nine team projects.

Results

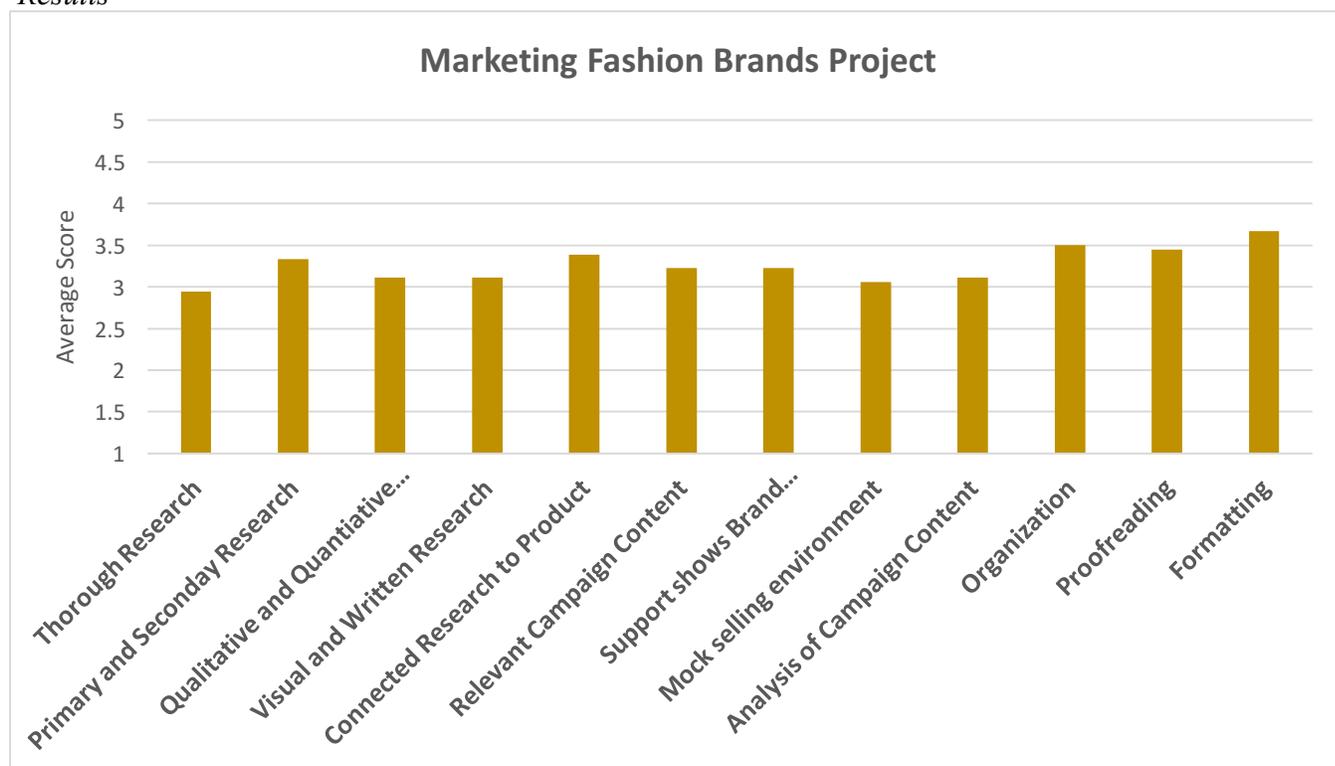


Figure 4. Marketing Fashion Brands Boy Meets Girl Marketing Project Scores. N= 9.

Spring 2017 and Fall 2017 Garment Comparison Averages, Relative Ranking by Criteria

1. Presentation: Professionally formatted and presented.	3.667
2. Organization: Information is presented logically and transitions from one are to another are fluid.	3.5
3. Presentation: Written and visual presentation is clear with no errors.	3.444

4. Connection	3.389
5. Primary and Secondary Research	3.333
6. Support	3.222
7. Relevant	3.222
8. Qualitative	3.111
9. Visual	3.111
10. Analysis of	3.111
11. Mock selling	3.056
12. Thorough	2.944

Reviewers voiced that the promotional videos were strong but would benefit from a greater variety of approaches. They expressed that research used was often generic and could be more effectively linked to the market campaign. Overall, the reviewers noted that the project presented a great opportunity for students to use targeted market research to inform their projects.

Moving Forward

- Reviewers were enthusiastic about the type of work called for by the Boy Meets Girl project that involves students applying market research to specific ends and creating multimedia work. They suggested that as a time goes on, it will be helpful, to have an archive of outstanding projects to show students as examples.

Appendix A: Resume Assessment Rubric

Resume Assessment

Thank you for helping Columbia College Chicago assess its written competency-related learning outcomes using the following rubric. While you may have much to say about the resumes you are reading, we ask that you provide initial impressions about only the listed—and, yes, we know, often overlapping) dimensions. We are relying on your expertise to allow you to quickly and holistically record your judgements.

RESUME # _____	1 (Weakest)	2	3
1.) The resume provides expected contact information (name, phone, email, fax, LinkedIn, website link, etc.).			
2.) The resume provides necessary details in expected areas (education, work experience, relevant additional experience, relevant memberships, etc.) in list form.			
3.) The resume includes a clear and appropriate position summary or career objective statement.			
4.) The resume offers measurable and quantifiable accomplishments that align with the position summary or career objective statement.			
5.) The resume lists and shows evidence of hard skills and competencies (software, language, and coding proficiencies; certifications, budget analysis, etc.) that align with the position summary or career objective statement.			
6.) The resume lists and shows evidence of soft skills and competencies (teamwork, organization, time management, etc.) related to the position summary or career objective statement.			
7.) The resume uses a professional, industry and position-appropriate format.			
8.) The resume creates a uniform brand (across areas such as type face, font size, color choice, logo, etc.)			
9.) The resume uses industry-appropriate keywords typically found by search engines.			
10.) The resume does not contain spelling, grammatical, and usage errors.			
11.) The resume is easily and quickly scanned and understood.			
12.) The resume as a whole presents a convincing case.			

Appendix B: Garment Comparison Assignment Sheet from Apparel Evaluation

APPAREL EVALUATION

GARMENT COMPARISON 5

BetterWear Market

Your progression from the budget market to the moderate market is complete. You know about "Quick Costing". You know about "Fabrication". You recognize good and bad sewing techniques, and you realize the value of a properly fitting garment. Now you are ready to evaluate the most exciting avenue of retail, the "Better Wear" market.

The Better Wear market is built on many more levels than just price, assembly, and fabrication. It has hidden aspects that must be researched.

THIS IS YOUR LAST COMPARISON

You are to use what you have learned these past weeks and analyze just what makes the better market better and why. Shopping this level will be a breeze since it is easiest to recognize and the most visual of all the markets.

You are to evaluate 2 garments from the following list.

SUITS/MEN OR WOMEN

EVENING WEAR

FORMAL WEAR

Identify the store and brand name. They must be woven fabric. No knits and no pull over style. There must a zipper or button opening or a combination of both.

This time you are to have to explain, in detail, how the better market differs from the other (2) markets and why. Your explanation should include aspects of:

style, fabrication, construction, design elements, and uniqueness

Thoroughly examine each from outward appearance to inward construction noting all subtle and blatant differences.

Include a "Quick Cost" breakdown of each garment and attempt to justify the final store price of the garment. This time you must note any details or special treatments on the garment that you think might have a bearing on the cost. Justify your opinion.

Your report must be typed and double spaced and checked for grammatical and spelling errors.

Points will be deducted for errors.

Make sure you bring your garments to class.

Think this assignment through thoroughly. IT IS YOUR FINAL EXAM, and will you're your knowledge of apparel evaluation including components, inter-structures, stitches, seam identification, finishing, fabrication and elements of fitting.

Appendix C: Garment Comparison Assessment Rubric

Identification # _____

Apparel Evaluation Assessment

Thank you for helping Columbia College Chicago assess its written competency-related learning outcomes using the following rubric. While you may have much to say about the apparel evaluation essays you are reading, we ask that you provide initial impressions about only the listed—and, yes, we know, often overlapping dimensions. We are relying on your expertise to allow you to quickly and holistically record your judgements.

The essay reveals...	1 Weakest	2	3
a writer who understands and can contextualize the “better wear” market			
a writer who is able to evaluate the style of better wear garments			
a writer who is able to evaluate the components of better wear garments			
a writer who is able to evaluate the fabrication of better wear garments			
a writer who is able to evaluate the construction of better wear garments			
a writer who is able to evaluate the design elements of better wear garments			
a writer who is able to support their assertions with details			
a writer who is able to use industry-appropriate language to discuss garments			
a writer who is able in general to communicate ideas about apparel evaluation			
a writer who is able to breakdown costs of garments			
a writer who is able to justify retail price from garment costs			
a writer who has taken care to proofread and submit a polished document			
a writer who cared about the assignment			

Appendix D: Digital Patternmaking “Future of Patternmaking” Rubric

Pattern Assignment Assessment

Thank you for helping Columbia College Chicago assess its program outcomes in the Product Development concentration assessing digital pattern-making competency-related learning outcomes using the following rubric. While you may have much to say about the assignment you are reading, we ask that you provide initial impressions about only the listed—and, yes, we know, often overlapping) dimensions. We are relying on your expertise to allow you to quickly and holistically record your judgements.

Student _____	1 (Weakest)	2	3
1.) Labeling: All patterns are labeled.			
2.) Labeling: Cut numbers are indicated.			
3.) Labeling: Fabrics are labeled if necessary (interlining, lining, fabric 1, fabric 2).			
4.) Execution: Style is evident based on pattern created.			
5.) Written Expectation: Technology advancements 10 years into the future are clearly articulated.			
6.) Written Expectation: Pattern-making resources (human, physical, geographical) have consistency and alignment.			
7.) Written Expectation: Logic is rational and supported.			
8.) Written Expectation: No more than two grammar or spelling mistakes.			
9.) Written Expectation: Sentence and paragraph structure is easy to read and understand.			
10.) Written Expectation: All references are correctly cited using APA or MLA format.			

Appendix E: Marketing Fashion Brands Boy Meets Girl Assignment Description

Marketing Fashion Brands – Boy Meets Girl Assignment

Part C (Group Project)

“Marketers have to express the message of the fashions”

Compile the research completed during Parts A and B. Analyze your research; compare your findings with your group members.

1. Now it is your turn to steer the ship; your group is going to create a new campaign for Boy Meets Girl’s Spring 2018 line.
 - a. Introduce product line by reviewing the 4 P’s
 - b. Before you can develop a new campaign, you must understand who the brand is targeting and how to reach them.
 - i. Who is their target market? (Include primary and secondary markets)
 - ii. Use primary and secondary research to learn about the target market. Conduct market research for aforementioned target market. Include both qualitative and quantitative research.
 - iii. Include a written and visual representation of the target market.
 - iv. Defend product assortment based on demographics and psychographics of the target market.
 - c. Based on your market research, develop a marketing strategy; must include:
 - i. A video
 - ii. Digital component with at least 3 photos
 - iii. Sample content
 1. Promotion
 2. Publicity
 3. Public Relations
 - iv. Retail marketing recommendations
 1. In-store experience
 - a. Create a true-to-brand mock selling environment. Design a shop-in-shop concept for Macy’s Water Tower. Create a theme board with your selections.
 - b. Where should the product be housed?
 - c. How can you differentiate Boy Meets Girl from the other brands carried at Macy’s?
 - d. Explain how you have addressed omnichannel retail in your campaign proposal.
 - e. Explain how your marketing campaign can increase customer loyalty.

Appendix F: Marketing Fashion Brands Boy Meets Girl Presentation Rubric

Marketing Fashion Brands Assessment

Thank you for helping Columbia College Chicago assess its program outcomes in the Merchandising concentration assessing marketing fashion brands creating a true-to-brand environment using competency-related learning outcomes and the following rubric. While you may have much to say about the assignment you are reading, we ask that you provide initial impressions about only the listed—and, yes, we know, often overlapping) dimensions. We are relying on your expertise to allow you to quickly and holistically record your judgements.

Student Team _____	1 (Weakest)	2	3
1.) Target Market Research: Research was thorough and used credible sources.			
2.) Target Market Research: Included primary and secondary research.			
3.) Target Market Research: Included qualitative and quantitative research.			
4.) Target Market Research: Comprehensive visual and written explanation of the brand's target market based on demographic and psychographics research.			
5.) Target Market Research: Effective connected research to Boy Meets Girl product assortment.			
6.) Campaign Content: Content was relevant for the brand and identified target market.			
7.) Campaign Content: Supporting assets demonstrate solid understanding of the brand. (video, photos, etc.)			
8.) Campaign Content: Mock selling environment is on-brand for both Macy's and Boy Meets Girl.			
9.) Campaign Content: Analysis demonstrated comprehension and application of marketing concepts and industry terminology.			
10.) Organization: Information is presented logically and transitions from one are to another are fluid.			
11.) Presentation: Written and visual presentation is clear with no errors.			
12.) Presentation: Professionally formatted and presented.			