

## **Year 2**

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

#### **BS Fashion Merchandising**

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 W R S Q</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: 84.24%</p> <p>Mean Score: 100 % Pass</p>
<p>The Fashion Merchandising student will demonstrate the ability to question, examine, and evaluate retail market segments.</p>	<p>C Q R W</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: 88.4%</p> <p>Mean Score: 86.96%</p>
<p>The Fashion Merchandising student will demonstrate the ability to examine and evaluate fibers, fabrics and soft-goods construction processes.</p>	<p>C Q S</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: 93.55%</p>

<b>SLO(s)</b>  <i>Note: Measures might be used for more than 1 SLO</i>	<b>U L G *</b>	<b>Measures/Instruments</b> <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b> <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
		(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 R C	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: 84.5%  Mean Score: 94.44%
The Fashion Merchandising student will prepare, deliver, and critically evaluate presentations and other formal speaking activities.	S C W R	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: 93.5%  Mean Score: 95.19%  Mean Score: 90%
The Fashion Merchandising student will apply quantitative methods to evaluate and calculate retail- pricing structures	Q W S C	FMD 2233 Introduction to Fashion Merchandising (Business Development Project)	Mean Score: 86.67%

<b>SLO(s)</b>  <i>Note: Measures might be used for more than 1 SLO</i>	<b>U L G *</b>	<b>Measures/Instruments</b> <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b> <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
and evaluate overall retail sales goals.		FMD 3233 Retail Mathematics (Retail Pricing Project)	Mean Score: 87%
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.	R W S C	FMD 3200 The History of Fashion (Global Historical Fashion Analysis Paper)  FMD 4772 Sustainability and Social Change in Fashion (Law & Regulation Reviews)  FMD 4848 Cultural Aspects of Fashion and Dress (Cultural Fashion Presentation)	Mean Score  Mean Score: 95.83%  Mean Score: 97.15%

*\*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*

### **Improvements and Changes Based on Assessment**

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past four years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

This is the first year that data has been collected for the new version of the Fashion Merchandising program. There are no future changes, revisions, or interventions planned at this time.

2. Please provide a brief description or bulleted list of any improvements observed/measured in student learning over the past four years. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).


This is the first year that data has been collected for the new version of the Fashion Merchandising program.

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc..)
10/2023	Katherine Shaw	Data collected from coursework to review the SLOs.

**Dean Review & Feedback**

This report follows a positive and productive NASAD re-accreditation visit in 2023; we have received a status letter indicating NASAD has voted to continue the current membership status of the institution (attached). The NASAD team spoke approvingly of the quality, structure, and effectiveness of the curriculum. As we commented in the previous (2021) assessment report, the Student Learning Objectives (SLOs) are well-formulated for data collection, and employ higher-level Bloom’s Taxonomy verbiage. We are pleased to see some useful data emerging from the measures, notably the high mean score percentages reported. To properly frame the mean scores, however, it would be ideal for you to specify a target range for the next report (2025). We also find notable here that the program has expanded the utilization of the University Learning Goals (ULGs) for the SLOs; in 2021 there was only one learning goal assigned to each SLO. Overall, we have observed anecdotally that the program has achieved significant student success in its short time in CLAS and we look forward to the continuation of this.

  
 \_\_\_\_\_  
 Dean or designee

11/15/2023  
 \_\_\_\_\_  
 Date

**Academic Affairs – Review & Feedback**

**B.S. Fashion Merchandising + Design**

As this is an early round of data collection for the newly redesigned B.S. in Fashion Merchandising + Design program, noting the sample size of each course assignment (or instrument used) would be helpful for establishing benchmarks as the program's assessment matures. The Forecast final project assignment, for instance, yielded one of the lower (but still high) mean rates, but it is difficult for an outsider to tell what the measure means and what the goal specifies (every student achieving at least 80% on the final project). The student learning objectives seem especially strong, with their near-perfect alignment with the university learning goals.



Dr. Suzie Park, Interim Asst VPAA

VPAA Office

2/26/24



National  
Association of  
Schools of  
Art and  
Design

November 10, 2023

Christopher Kahler  
Chair, Department of Art  
Eastern Illinois University  
600 Lincoln Avenue  
Charleston, IL 61920

Dear Professor Kahler:

Thank you for submitting your application for review by the NASAD Commission on Accreditation. The Commission, at its October 2023 meetings, took action on the institution's ~~application~~.

Please find enclosed a Commission Action Report describing this action in detail. This report contains information of note and, if applicable, any requests for further information from the Commission. Please note the Association's policy regarding *Disclosure and Confidentiality*, a copy of which has been enclosed.

This action is taken based upon a review of Eastern Illinois University according to the NASAD accreditation standards in effect in October 2023.

As an accredited institutional member of NASAD, the institution is reminded of its responsibility to participate in reviews and revisions to the NASAD *Handbook*, and to maintain its operations and programs current with NASAD standards as these are developed and approved.

The Commission on Accreditation and the Association appreciate the institution's efforts with regard to its application, and its careful consideration of and attention to NASAD accreditation standards and guidelines. Further, the Commission and Association appreciate the work accomplished by the institution on behalf of the visual arts and design and higher education.

Please contact the NASAD National Office staff if you have questions or need assistance with regard to this action or any other aspect of the work of the Association.


We offer congratulations on your achievements and best wishes for the continuing success of the institution. Thank you.

Sincerely yours,

Karen P. Moynahan  
Executive Director  
KPM:jrk  
Enclosure

cc: Jay Gatrell, President  
Eastern Illinois University

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## National Association of Schools of Art and Design

11250 Roger Bacon Drive, Suite 21

Reston, Virginia 20190-5248

### COMMISSION ACTION REPORT

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

November 10, 2023

#### EASTERN ILLINOIS UNIVERSITY

#### Department of Art

#### Actions:

#### Action 1 of 2: Application for renewal of Membership – Original

The Commission voted to continue the current Membership status of the institution and to seek further information before completing its work with the application for renewal of Membership. This deferral by the Commission is not a negative action. Rather, it enables consideration of issues by the institution and the Commission within the framework of the present Self-Study and on-site visit.

The institution is asked to respond to the issues below.

#### Items for Response:

1. The Bachelor of Science degree with a major in Digital Media Technology and focus areas in Game Development, Web Development, Visual Effects, Audio Technology, Media Communication, and Digital Art and Design does not appear to fall under NASAD purview given required degree content (see Optional Response, Attachment 4). The Commission appreciates the information provided by the institution regarding the degree programs.

However, published material on the institution's website appears to indicate that the areas of focus are the predominant areas of study within this degree:

For example, the institution's website (<https://www.eiu.edu/digital-media/required-courses.php>) states that students in the Digital Media Technology program "will engage in the study of":

- The Digital Media profession;
- Graphics Creation and Imaging;
- Video Production;
- Photography;
- 2-D Animation;
- Game Development;
- Web Development;



**EASTERN ILLINOIS UNIVERSITY**

**Department of Art**

NASAD Commission Action Report

November 10, 2023

Page 2

- Technical Communication; and
- Trends and Issues in Digital Media, etc.

However, the amount of coursework required (i.e., 7–9 courses in the focus areas) is not sufficient to support the claims of competency development and career possibilities now published by the institution. The institution is asked to review this issue and either a) amend its publications to accurately address expectations regarding focus areas given the amount of coursework required, or b) substantially enhance coursework offered in the focus areas such that requirements for these areas align with standards pertaining to majors in a professional degree program (see *NASAD Handbook 2022-23*, Standards for Accreditation II.I.1.a., j., and k.). The institution is asked to provide the outcome of its considerations and, in doing so, to provide either a) amended publications, or b) applications for Plan Approval for the newly created majors. Instructions for submitting Plan Approval applications may be found in the NASAD documents *Policies and Procedures for Reviews of New Curricula* and *Instructions for Preparing Curricular Tables in the NASAD Format*, which may be downloaded from the NASAD website at <https://nasad.arts-accredit.org> (see “Accreditation,” beneath that “Accreditation Materials,” beneath that “Procedures,” and beneath that “New Curricula”).

2. Given the information provided, the viability of the Bachelor of Arts in Art History degree is unknown as this time. The Visitors’ Report (p. 33, Section P.2.) suggests concern with regard to the institution’s compliance with standards pertaining to size and scope (see *NASAD Handbook 2022-23*, Standards for Accreditation II.B.1.a. and b.), and as well, noted that HEADS data reporting has been inconsistent and appears to suggest that only two students are currently enrolled in the Bachelor of Arts in Art History degree. Although the Visitors’ Report recommended the inclusion of current enrollment data for the Bachelor of Arts in Art History in the Optional Response, the Commission was unable to locate this information. The institution is asked to provide the most recent enrollment data for the Bachelor of Arts in Art History, and articulate a) whether it is able to successfully sustain the curricular program should enrollment remain low, b) any strategies planned to stabilize and grow the degree’s enrollment, and 3) whether this issue affects in any way the institution’s ability to continue to offer art history courses.

**Action 2 of 2: Application for Plan Approval – Original**

The Commission voted to grant Plan Approval for the following degree:

Bachelor of Arts-4 years: Art (Graphic Design).

When three transcripts are available for this degree, the institution should submit an application for Final Approval for Listing. Instructions for submitting Final Approval for Listing applications may be found in the NASAD documents *Policies and Procedures for Reviews of New Curricula* and *Instructions for Preparing Curricular Tables in the NASAD Format*, which may be downloaded from the NASAD website at <https://nasad.arts-accredit.org> (see “Accreditation,” beneath that “Accreditation Materials,” beneath that “Procedures,” and beneath that “New Curricula”).



**EASTERN ILLINOIS UNIVERSITY**  
**Department of Art**  
NASAD Commission Action Report  
November 10, 2023  
Page 3

**Due Date:**

March 1 for consideration at the Commission meetings of April 2024.

The procedures for submitting Responses and Progress Reports may be downloaded from the NASAD website at <https://nasad.arts-accredit.org> (see “Accreditation,” beneath that “Accreditation Materials,” and beneath that “Procedures”).

**Note:**

The Commission notes the institution’s thoughtful reply regarding the degree in Digital Media Technology being distinct from degrees in art and/or design. The institution may wish to consider employing the rationales provided to differentiate the intent and purpose of the degrees offered in published materials.

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Karen P. Moynahan  
Executive Director

KPM;jrk

*NASAD Handbook 2022-23*

**RULES OF PRACTICE AND PROCEDURE, PART II**

**ARTICLE XIII.  
DISCLOSURE AND CONFIDENTIALITY**

**Section 1.** NASAD provides numerous services that include the publication of policy statements, reports, and surveys. These are available to the public, some for a fee. Upon request, NASAD will provide the academic and professional qualifications of the members of its policy and decision-making bodies and its administrative personnel.

**Section 2.** Upon request, NASAD will make publicly available all information about an institution/program that is published in NASAD literature (see Rules of Practice and Procedure, Part II, Article XI., Section 3.). NASAD will also indicate whether or not an institution/program holds or has held accredited membership.

**Section 3.** NASAD will not make publicly available any information supplied by the institution or by representatives of NASAD in the course of the accreditation process. This includes Self-Study reports, Visitors' Reports, and correspondence. While NASAD encourages institutions/programs to make publicly available information about their accredited status and to share accreditation materials with individuals and agencies having legitimate claim to information beyond that available to the general public, the Association regards all accreditation materials as the property of the institution. Therefore, release of these materials is either through the institution or by its permission.

**Section 4.** NASAD will not make publicly available any information provided in third-party comment or an institution's response to third-party comment or any correspondence related to third-party comment (see Rules of Practice and Procedure, Part II, Article IV., Section 1.).

**Section 5.** If an institution releases information that misrepresents or distorts any action by NASAD with respect to any aspect of the accreditation process, or the status of affiliation with NASAD, the chief executive officer of the institution and the program director, where applicable, will be notified by the NASAD Executive Director and informed that corrective action must be taken. If the misrepresentation or distortion is not promptly corrected, NASAD, at its discretion, may release a public statement in such a form and content as it deems necessary to provide the correct information.

The same rule and sequence are applied to individuals and organizations misrepresenting or distorting accreditation actions of NASAD.

NASAD reserves the right to correct false or misleading information at any time.

**Section 6.** Certain relationships yield information which legally cannot be disclosed without the consent of the person who provides it—for example, the relationship between physician and patient, between attorney and client, between clergy and penitent, etc. Should such information, or other information that is protected under law by a comparable privilege or safeguard, come into the hands of NASAD or an NASAD evaluation team, its disclosure to persons other than the immediate recipients is forbidden.

# NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN

## Explanation of Deferral

In the accreditation process, the accrediting Commission may find a situation in which an institution cannot be granted initial accreditation, renewal of accreditation, Plan Approval, and/or Final Approval for Listing on the basis of evidence presented. This may be because sufficient or complete information has not been provided or, because after the review of all relevant information made available by the institution, it is not clear or apparent that an institution meets applicable standards as outlined in the *NASAD Handbook*.

As a result, the Commission defers any action on an institution's application until certain conditions are addressed that clarify the situation or confirm an institution's compliance. Deferral is not a negative action or an indication of lack of support, but rather a mechanism intended to open an intellectual and probing dialogue between the Commission and an institution—a dialogue intended to promote and support further study on the part of an institution—for the benefit of the students served. Such studies typically result in more focused observations, renewed commitments, and new options for an institution to consider.

Member institutions whose applications are deferred continue their current accreditation status and maintain all rights and responsibilities of accreditation. Deferral does not mean that an institution has lost its accreditation, its right to vote during an Annual Meeting, or its listing in the NASAD Directory List. Deferral does not mean that an institution's accreditation status is in jeopardy. Deferral simply indicates that an institution has one or more issues that need to be reviewed, explained in further detail, or addressed before the institution's application can be approved.

Should an institution fail to demonstrate compliance with issues articulated in a Commission Action Report and therefore cause a pattern of continuous deferrals, it is possible that action to place an institution on probation, revoke an institution's membership, or deny accreditation could result. This scenario is highly unlikely in cases where institutions are making substantial and timely progress to comply with applicable standards. Institutions are guided to review the Association's *Policy Concerning Commission Action and Timelines* (see *NASAD Handbook 2022-23*, Rules of Practice and Procedure, Part II, Article IV., Section 3.).

There is no public notice of deferral. Letters reporting accreditation actions are sent only to the institutionally-designated primary institutional representative to NASAD and the chief executive officer of the institution. The NASAD National Office staff does not discuss an institution's status or application with any individual other than the art/design executive or appropriate designated administrative officials of the institution.

Should questions pertaining to a Commission Action Report, actions to defer, the application of standards, and/or Association policies arise, institutional representatives are urged to contact the NASAD National Office staff. Staff members can provide invaluable assistance to administrators preparing materials for, and in response to, Commission review.

Thank you.