

Fashion Media BA Mission Statement

Mission Statement (Full Description):

Fashion media covers and helps create the contemporary fashion landscape. Students engage in hands-on learning that prepares them to inform, inspire, and connect communities in meaningful ways. The program empowers students to become innovative storytellers, equipped with the skills to navigate and excel in today's dynamic media landscape with integrity, creativity, and a deep understanding of the world around them.

Does your program offer courses at an off-campus instructional site (not at SMU Dallas campus)?:

Yes

Does your program offer courses through distance education technology (e.g., asynchronous, synchronous, or both)?:

No

During which academic year were students first enrolled in this program?:

Prior to AY2023-2024

Progress:

Complete

Digital Skills: Multimedia

Step 1A: SLO Number:

1

Step 1C: SLO Statement (Full Description):

Students will demonstrate a full range of advanced multimedia skills that include video, still photography, audio, and the ability to embrace emerging forms of storytelling in mobile and social media platforms.

Commented [SS1]: This mission statement presents a strong sense of **purpose and disciplinary focus**, clearly emphasizing storytelling, creativity, and social connection through fashion media. It effectively conveys the program's **values**—integrity, creativity, and global awareness—and situates students as active participants in shaping the contemporary media landscape. However, it lacks **specificity** about:

- **Graduate outcomes** (e.g., what types of roles or professional competencies students are prepared for).
- **Alignment with SMU's institutional mission**, particularly regarding leadership, global engagement, or ethical impact.
- **Delivery context** (e.g., main campus, online, or hybrid format), as required by the rubric.

B. Suggestions for Improvement

1. **Clarify educational outcomes:** Specify what graduates will be able to *do* (e.g., produce multimedia content, lead communication strategies, curate fashion narratives).
2. **Connect to SMU's institutional mission:** Reference how the program contributes to SMU's broader commitments to global leadership, creativity, and ethical engagement.
3. **Include delivery format/location:** Add a short statement identifying where and how the program is delivered (e.g., "offered on SMU's main campus in Dallas" or "available in hybrid format").
4. **Add career or academic pathways:** Mention the types of professional or scholarly roles graduates ... [1]

Commented [SS2]: A. Summary Assessment

This SLO demonstrates **strong relevance** to a media, journalism, or communication-oriented program and reflects advanced, discipline-specific expectations. The verbs "demonstrate" and "embrace" indicate action, though they could be refined for measurability. The outcome currently combines several skills and technologies into one broad statement, which may make assessment difficult. It is **clear in intent** but could be more **specific and measurable** to support rubric-based evaluation.

B. Suggestions for Improvement

1. **Specificity:** Consider separating the outcome into distinct skill areas (e.g., production, editing, storytelling) for clearer focus.
2. **Measurability:** Replace general verbs ("demonstrate," "embrace") with observable, assessable verbs such as *produce*, *edit*, or *integrate*.
3. **Achievability:** Keep the scope realistic—"a full range" could be narrowed to "advanced proficiency in key multimedia skills."
4. **Relevance:** Excellent alignment with digital media trends and professional standards—this is a strength.
5. **Time-bound:** "By graduation" can be assumed but may be stated explicitly for clarity.

C. Suggested Revision

... [2]

Step 2A: Measure:

Students produce a digital portfolio with four major components and are assessed on each. One of the components is a body of multimedia work.

A new digital rubric was adopted by the Division of Journalism faculty in the fall of 2022. The capstone course for the Division of Journalism is Digital Journalism. At the end of this course, each student submits an electronic portfolio that serves as the summary of the digital skill set acquired by the student over the course of instruction. The new digital rubric is in the project attachments.

Attached Files

[Portfolio rubric JOUR 4395.pdf](#)

[Portfolio rubric JOUR 4398.pdf](#)

Step 2B: Type of Measure (check all that apply):

Portfolio ,Rubric

Commented [SS3]: Provide more details about the measure, course, time of the program etc.

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

The rubric measures a broad range of multimedia skills.

It is expected that 70% of all students will attain a level of accomplished or exemplary for multimedia skills on the digital rubric.

Commented [SS4]: Provide a rationale for this target (e.g., is this a faculty-determined benchmark, based on previous AY data, etc.).

Step 4A: Was the target met for this Measure?:

Partially Met

Step 4B: Results and Findings for this Measure:

See documents below.

Attached Files

Commented [SS5]: Provide an explanation of your results

[Davis JOUR 4395 Fall 2024 .docx](#)
[Davis JOUR 4395 Spring 2025.png](#)
[Fellows JOUR 4398 Fall 2025.pdf](#)

Step 4C: Interpretation of Results:

See attached document below.

Commented [SS6]: Summarize the finding in the attached document here

Attached Files

[Fashion Media Digital Skills — Multimedia Assessment Report.pdf](#)

Step 5A: Use of Results for Seeking Improvement (Action Plan):

See document below.

Attached Files

[Fashion Media Program Assessment Overview Report.pdf](#)

Step 5B: Type of Action:

Redesign of activities or assignments, New course developed/proposed, Course redesign, Curriculum revision, Program leadership involvement, Faculty involvement

Step 5C: Dialogue Participants (check all that apply):

Administrator, Committee, Faculty, Staff

Step 5D: Evidence of Dialogue:

During the 2024-2025 academic year, the division's assessment committee met bimonthly. We devoted time in monthly faculty meetings to update colleagues on our work, socialize a new approach to assessment and assessment culture, and sought faculty feedback on our ideas. Transcriptions of those meetings as well as agendas are included in the attachment below.

Attached Files

[Journalism Assessments.zip](#)

Step 5E: Type of other Improvements (check all that apply):

Catalog update, Change to pre and co-requisites, EPC proposal

Step 5F: Other Improvements (Full Description):

Based on our new curriculum, we condensed the courses necessary to declare a major by eliminating some courses and pre-reqs; added a required, three-credit editing course to improve students' grasp of grammar, punctuation, style, and critical thinking; added a required portfolio class, which will be a much more effective assessment tool; added a required student media lab; and added more courses to develop fashion-media majors' depth of knowledge. We also added a requirement for each major that develops students' understanding of inclusive practice within their field, and we shifted the focus and content for the first course in the major — a large-lecture course titled Media Literacy and Democracy — that fulfills Literary Analysis and Interpretation and Civic and Individual Ethics requirements for all SMU students. And for Fashion Media specifically, we removed the required advanced writing course and developed a more robust offering of skills and knowledge courses to develop their fashion expertise and allow for more selection in terms of their production abilities. We also added a diversity requirement that examines inclusivity issues through the fashion lens.

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

The Spring 2025 semester ended our old curriculum, which we addressed last year. We have developed a robust and reimagined assessment plan for both majors within the division.

Attached Files

[Division of Journalism Assessment Report MC.pdf](#)

Step 6B: Status Update on Previously Identified Action Plan(s):

Fully implemented

Progress:

Complete

Digital Skills: Personal Branding & Social Media

Step 1A: SLO Number:

2

Step 1C: SLO Statement (Full Description):

Social media remains a critical skill for journalists and for those working in fashion media. Students must be able to develop a personal approach to how they brand their professional image and develop and post content across a range of social platforms.

Step 2A: Measure:

An evaluation by the professor of each student's uses of social media through their capstone course and as demonstrated as part of their portfolio.

Attached Files

[Portfolio rubric JOUR 4395.pdf](#)

[Portfolio rubric JOUR 4398.pdf](#)

Step 2B: Type of Measure (check all that apply):

Portfolio ,Rubric

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

It is expected that 70% of students will be assessed as accomplished or exemplary.

Commented [SS7]: Provide a rationale for this target (e.g., is this a faculty-determined benchmark, based on previous AY data, etc.).

Step 4A: Was the target met for this Measure?:

Partially Met

Step 4B: Results and Findings for this Measure:

Attached Files

[Fellows JOUR 4398 Fall 2025.pdf](#)

[Davis JOUR 4395 Fall 2024 .docx](#)

[Assessment Takeaways Spring Fashion Journalism.docx](#)

[Davis JOUR 4395 Spring 2025.xlsx](#)

Step 4C: Interpretation of Results:

See attached document below.

Attached Files

[Fashion Media Digital Skills — Personal Branding & Social Media Assessment Report.pdf](#)

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Based on our new curriculum, we condensed the courses necessary to declare a major by eliminating some courses and pre-reqs; added a required, three-credit editing course to improve students' grasp of grammar, punctuation, style, and critical thinking; added a required portfolio class, which will be a much more effective assessment tool; added a required student media lab; and added more courses to develop fashion-media majors' depth of knowledge. We also added a requirement for each major that develops students' understanding of inclusive practice within their field, and we shifted the focus and content for the first course in the major — a large-lecture course titled Media Literacy and Democracy — that fulfills Literary Analysis and Interpretation and Civic and Individual Ethics requirements for all SMU students. And for Fashion Media specifically, we removed the required advanced writing course and developed a more robust offering of skills and knowledge courses to develop their fashion expertise and allow for more selection in terms of their production abilities. We also added a diversity requirement that examines inclusivity issues through the fashion lens.

Step 5B: Type of Action:

Additional emphasis or time on content,Additional activities or assignments,Redesign of activities or assignments,New course developed/proposed,Course redesign,Curriculum revision,Program leadership involvement ,Faculty involvement

Step 5C: Dialogue Participants (check all that apply):

Administrator,Committee,Faculty,Staff

Step 5D: Evidence of Dialogue:

During the 2024-2025 academic year, the division's assessment committee met bimonthly. We devoted time in monthly faculty meetings to update colleagues on our work, socialize a new approach to assessment and assessment culture, and sought faculty feedback on our ideas. Transcriptions of those meetings as well as agendas are included in the attachment below.

Attached Files

[Journalism Assessments.zip](#)

Step 5E: Type of other Improvements (check all that apply):

Catalog update,Change to pre and co-requisites,EPC proposal

Step 5F: Other Improvements (Full Description):

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

In our previous plan, we acknowledged the flaws not only in our current assessment work but also in our existing curriculum. The previous curriculum had not been changed in more than a decade, and it took us a year to create a new one for both our majors, and then a year to successfully earn approval for those courses. We have worked to ensure all sections of key required courses include standardized assignments and an instructional lead, who will assist in assessment efforts and in socializing results across the division. We have also designed more effective approaches to inclusivity, critical thinking, writing, portfolios, multimedia, and diversity (by assessing inclusive reporting as opposed to leveraging simply divisional data that notes the number of non-white students). We will also leverage a broader range of assessment tools, including a pre- and post-test for critical thinking, professorial panels that evaluate portfolios, and a range of indirect measures.

Attached Files

[Division of Journalism Assessment Report MC.pdf](#)

Step 6B: Status Update on Previously Identified Action Plan(s):

Fully implemented

Progress:

Complete

Writing Skills: Idea Development and Critical Thinking

Step 1A: SLO Number:

3

Step 1C: SLO Statement (Full Description):

The ability to write well, develop an idea, and to think critically while reporting and creating content serve as the cornerstone of professional practice.

Step 2A: Measure:

Final assignments in our upper-level writing classes will be used to evaluate this outcome.

Attached Files

[WritingRubric.docx](#)

Step 2B: Type of Measure (check all that apply):

Rubric,Written paper/project

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

It is expected that 70% of students will be assessed as accomplished or exemplary.

Step 4A: Was the target met for this Measure?:

Partially Met

Step 4B: Results and Findings for this Measure:

See documents below.

Attached Files

[Thomas JOUR 3382 Fall 2024.pdf](#)

[Nevins JOUR 3313 Spring 2025.pdf](#)

[Nevins JOUR 3382 Spring 2025.pdf](#)

[Arterbery JOUR 3362 Spring 2025.pdf](#)

[Chessher JOUR 3362 Fall 2024 Assessment .pdf](#)

[Chessher JOUR 3362 Spring 2025 Assessment.pdf](#)

Step 4C: Interpretation of Results:

This is the last time these courses will be taught. Going forward with the new curriculum, we will have one advanced writing course — JOUR 3314 Writing Across Platforms.

See document below.

Attached Files

[Learning Outcome Assessment Idea Development and Critical Thinking.pdf](#)

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Based on our new curriculum, we condensed the courses necessary to declare a major by eliminating some courses and pre-reqs; added a required, three-credit editing course to improve students' grasp of grammar, punctuation, style, and critical thinking; added a required portfolio

class, which will be a much more effective assessment tool; added a required student media lab; and added more courses to develop fashion-media majors' depth of knowledge. We also added a requirement for each major that develops students' understanding of inclusive practice within their field, and we shifted the focus and content for the first course in the major — a large-lecture course titled Media Literacy and Democracy — that fulfills Literary Analysis and Interpretation and Civic and Individual Ethics requirements for all SMU students. And for Fashion Media specifically, we removed the required advanced writing course and developed a more robust offering of skills and knowledge courses to develop their fashion expertise and allow for more selection in terms of their production abilities. We also added a diversity requirement that examines inclusivity issues through the fashion lens.

Attached Files

[Fashion Media Program Assessment Overview Report.pdf](#)

Step 5B: Type of Action:

Additional emphasis or time on content,Additional activities or assignments,Redesign of activities or assignments,New course developed/proposed,Course redesign,Curriculum revision,Program leadership involvement ,Faculty involvement

Step 5C: Dialogue Participants (check all that apply):

Administrator,Committee,Faculty,Staff

Step 5D: Evidence of Dialogue:

During the 2024-2025 academic year, the division's assessment committee met bimonthly. We devoted time in monthly faculty meetings to update colleagues on our work, socialize a new approach to assessment and assessment culture, and sought faculty feedback on our ideas. Transcriptions of those meetings as well as agendas are included in the attachment below.

Attached Files

[Journalism Assessments.zip](#)

Step 5E: Type of other Improvements (check all that apply):

Catalog update,Change to pre and co-requisites,EPC proposal

Step 5F: Other Improvements (Full Description):

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

In our previous plan, we acknowledged the flaws not only in our current assessment work but also in our existing curriculum. The previous curriculum had not been changed in more than a decade, and it took us a year to create a new one for both our majors, and then a year to successfully earn approval for those courses. We have worked to ensure all sections of key required courses include standardized assignments and an instructional lead, who will assist in assessment efforts and in socializing results across the division. We have also designed more effective approaches to inclusivity, critical thinking, writing, portfolios, multimedia, and diversity (by assessing inclusive reporting as opposed to leveraging simply divisional data that notes the number of non-white students). We will also leverage a broader range of assessment tools, including a pre- and post-test for critical thinking, professorial panels that evaluate portfolios, and a range of indirect measures.

Attached Files

[Division of Journalism Assessment Report MC.pdf](#)

Step 6B: Status Update on Previously Identified Action Plan(s):

Fully implemented

Progress:

Complete

Writing Skills: Style & Usage

Step 1A: SLO Number:

4

Step 1C: SLO Statement (Full Description):

All media outlets use some type of style guide, and for most of them, it is the Associated Press Guide. If you work in media, as a journalist, a content creator, an editor, or a social media manager, it is critical that you know grammar, style, punctuation, and because we value writing well, we value students' ability to apply the rules of writing well.

Step 2A: Measure:

For this outcome, we use the final writing assignments in our advanced writing courses for assessment purposes.

Attached Files

[WritingRubric.docx](#)

Step 2B: Type of Measure (check all that apply):

Rubric,Written paper/project

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

It is expected that 70% of students will be assessed as accomplished or exemplary.

Step 4A: Was the target met for this Measure?:

Partially Met

Step 4B: Results and Findings for this Measure:

See course assessment below.

Attached Files

[Thomas JOUR 3382 Fall 2024.pdf](#)

[Nevins JOUR 3313 Spring 2025.pdf](#)

[Nevins JOUR 3382 Spring 2025.pdf](#)

[Arterbery JOUR 3362 Spring 2025.pdf](#)

[Chessher JOUR 3362 Fall 2024 Assessment .pdf](#)

[Chessher JOUR 3362 Spring 2025 Assessment.pdf](#)

Step 4C: Interpretation of Results:

This is the last time these courses will be taught. Going forward with the new curriculum, we will have one advanced writing course — JOUR 3314 Writing Across Platforms.

See document below.

Attached Files

[Learning Outcome Assessment Style and Usage.pdf](#)

Step 5A: Use of Results for Seeking Improvement (Action Plan):

See document below.

Attached Files

[Division of Journalism Assessment Report MC.pdf](#)

Step 5B: Type of Action:

Additional emphasis or time on content, Additional activities or assignments, Redesign of activities or assignments, New course developed/proposed, Course redesign, Curriculum revision, Program leadership involvement, Faculty involvement

Step 5C: Dialogue Participants (check all that apply):

Administrator, Committee, Faculty, Staff

Step 5D: Evidence of Dialogue:

During the 2024-2025 academic year, the division's assessment committee met bimonthly. We devoted time in monthly faculty meetings to update colleagues on our work, socialize a new approach to assessment and assessment culture, and sought faculty feedback on our ideas. Transcriptions of those meetings as well as agendas are included in the attachment below.

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[Journalism Assessments.zip](#)

Step 5E: Type of other Improvements (check all that apply):

Catalog update, Change to pre and co-requisites, EPC proposal

Step 5F: Other Improvements (Full Description):

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

In our previous plan, we acknowledged the flaws not only in our current assessment work but also in our existing curriculum. The previous curriculum had not been changed in more than a decade, and it took us a year to create a new one for both our majors, and then a year to successfully earn approval for those courses. We have worked to ensure all sections of key required courses include standardized assignments and an instructional lead, who will assist in assessment efforts and in socializing results across the division. We have also designed more effective approaches to inclusivity, critical thinking, writing, portfolios, multimedia, and diversity (by assessing inclusive reporting as opposed to leveraging simply divisional data that notes the number of non-white students). We will also leverage a broader range of assessment tools, including a pre- and post-test for critical thinking, professorial panels that evaluate portfolios, and a range of indirect measures.

Step 6B: Status Update on Previously Identified Action Plan(s):

Fully implemented

Progress:

Complete

Diversity & Inclusivity

Step 1A: PG Number:

1

Step 1C: PG Statement (Full Description):

The division has responded to initiatives by the university and the Meadows School of the Arts by seeking to increase the percentage of students of color among majors

in Journalism and Fashion Media. In addition, news media organizations have for some years made attempts to increase diversity among professional journalists.

Step 2A: Measure:

The division's Diversity Committee engages in visits to high schools in Dallas and Houston areas to recruit students. Recruiting also occurs in conjunction with the Meadows School in community colleges in North Texas, with scholarship funding committed to help recruit those students. The division will coordinate with Meadows School of the Arts recruiting staff as well as university recruiting to continue this initiative.

Step 2B: Is Measure direct or indirect?:

Indirect

Step 3A: Target for Measure:

The division's goal is to pursue the school's goal as stated: "Increase under-represented minorities* in majors, by either a three-year average or the most recent year with the goal of achieving 40% diversity, as per the 2019 federal census data. *Includes Asian, African American, Latinx, Native American, Pacific Islander, and more than one race/ethnicity. Does not include international students."

Step 4A: Was the target met for this Measure?:

Partially Met

Step 4B: Results and Findings for this Measure:

See attached documents.

Attached Files

[Fall 2024.png](#)

[Spring 2025.png](#)

Step 4C: Interpretation of Results:

See attached document.

Attached Files

[Diversity Overview 2024-2025.docx](#)

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Based on our new curriculum, we condensed the courses necessary to declare a major by eliminating some courses and pre-reqs; added a required, three-credit editing course to improve students' grasp of grammar, punctuation, style, and critical thinking; added a required portfolio class, which will be a much more effective assessment tool; added a required student media lab; and added more courses to develop fashion-media majors' depth of knowledge. We also added a requirement for each major that develops students' understanding of inclusive practice within their field, and we shifted the focus and content for the first course in the major — a large-lecture course titled Media Literacy and Democracy — that fulfills Literary Analysis and Interpretation and Civic and Individual Ethics requirements for all SMU students.

Step 5B: Dialogue Participants (check all that apply):

Administrator ,Committee, Faculty, Staff

Step 5C: Evidence of Dialogue:

During the 2024-2025 academic year, the division's assessment committee met bimonthly. We devoted time in monthly faculty meetings to update colleagues on our work, socialize a new approach to assessment and assessment culture, and sought faculty feedback on our ideas. Transcriptions of those meetings as well as agendas are included in the attachment below.

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[Journalism Assessments.zip](#)

Step 5D: Type of other Improvements (check all that apply):

Enhanced recruitment effort

Step 5E: Other Improvements (Full Description):

In addition to expanding the footprint of our chapter of the National Association of Black Journalists, we also launched a Spanish-language news program, and we intend to add the ability to listen to all of our stories published on The Daily Campus and Look magazine in Spanish. We also are working with CAPE to offer a certificate program in fashion and diversity.

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

In our previous plan, we acknowledged the flaws not only in our current assessment work but also in our existing curriculum. The previous curriculum had not been changed in more than a decade, and it took us a year to create a new one for both our majors, and then a year to successfully earn approval for those courses. We have worked to ensure all sections of key required courses include standardized assignments and an instructional lead, who will assist in assessment efforts and in socializing results across the division. We have also designed more effective approaches to inclusivity, critical thinking, writing, portfolios, multimedia, and diversity (by assessing inclusive reporting as opposed to leveraging simply divisional data that notes the number of non-white students). We will also leverage a broader range of assessment tools, including a pre- and post-test for critical thinking, professorial panels that evaluate portfolios, and a range of indirect measures.

Attached Files

[Division of Journalism Assessment Report MC.pdf](#)

Step 6B: Status Update on Previously Identified Action Plan(s):

Fully implemented

Progress:

Complete

This mission statement presents a strong sense of **purpose and disciplinary focus**, clearly emphasizing storytelling, creativity, and social connection through fashion media. It effectively conveys the program's **values**—integrity, creativity, and global awareness—and situates students as active participants in shaping the contemporary media landscape.

However, it lacks **specificity** about:

- **Graduate outcomes** (e.g., what types of roles or professional competencies students are prepared for).
- **Alignment with SMU's institutional mission**, particularly regarding leadership, global engagement, or ethical impact.
- **Delivery context** (e.g., main campus, online, or hybrid format), as required by the rubric.

B. Suggestions for Improvement

1. **Clarify educational outcomes:** Specify what graduates will be able to *do* (e.g., produce multimedia content, lead communication strategies, curate fashion narratives).
2. **Connect to SMU's institutional mission:** Reference how the program contributes to SMU's broader commitments to global leadership, creativity, and ethical engagement.
3. **Include delivery format/location:** Add a short statement identifying where and how the program is delivered (e.g., "offered on SMU's main campus in Dallas" or "available in hybrid format").
4. **Add career or academic pathways:** Mention the types of professional or scholarly roles graduates are prepared to pursue (e.g., fashion journalists, content strategists, media producers).

C. Suggested Revision

The B.A. in Fashion Media, offered on SMU's main campus in Dallas, empowers students to shape and interpret the contemporary fashion landscape through creative, ethical, and globally engaged storytelling. Through hands-on experiences in multimedia production, strategic communication, and fashion narrative development, students learn to **produce multimedia content, lead communication strategies, and curate fashion narratives** that inform and inspire diverse audiences. In alignment with **SMU's mission to foster global leadership, creativity, and ethical engagement**, the program prepares graduates to **excel as fashion journalists, content strategists, editors, and media producers** who connect communities and influence the evolving fashion industry with integrity and innovation.

A. Summary Assessment

This SLO demonstrates **strong relevance** to a media, journalism, or communication-oriented program and reflects advanced, discipline-specific expectations. The verbs "demonstrate" and "embrace" indicate action, though they could be refined for measurability. The outcome currently combines several skills and technologies into one broad statement, which may make assessment difficult. It is **clear in intent** but could be more **specific and measurable** to support rubric-based evaluation.

B. Suggestions for Improvement