

Interior Design BA/BS

Internship Supervisor Evaluation

Goal Description:

To prepare interior design students to meet the expectations of the interior design industry, the interior design program will graduate students who meet the technical work expectations of employers in the profession of interior design during their internship experience.

Providing Department: Interior Design BA/BS

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Demonstration Of Applied Professional Competence

Learning Objective Description:

The interior design student will demonstrate professional competence and the ability to apply the technical knowledge and skills (e.g., appropriate space planning, product knowledge and sourcing, business procedures and industry based electronic/digital communication systems) learned in various courses of interior design.

RELATED ITEM LEVEL 2

Employer/Supervisor Evaluation

Indicator Description:

The performance expectations held by business supervisors of graduating interior design students include proficiency in interior design technical knowledge and skills, which directly relate to the topics covered in the program's courses to address the Standards developed by the Council of Interior Design Accreditation (CIDA). Business supervisors of interior design interns evaluate the intern's technical knowledge and skills as they apply to the intern's assigned business tasks in three areas of skills (professional technical skills, interpersonal skills, and personal skills and abilities). Two questions were selected from the FACS 4369, Internship, Form E, which address the supervisor's rating of the intern's competence and performance.

1. On a Likert scale of 1.0 to 5.0 with 1.0 being the lowest rating and 5.0 being the highest rating, supervisors rated their satisfaction of the intern's performance in 32 aptitudes. The ratings from the 32 aptitudes were averaged together into an overall rating.
2. The second question asks the supervisor to answer "yes or no" as an indicator of whether the business would hire the intern for an entry-level design assistant position.

Attached Files

 [FACS Internship Form E](#)

Criterion Description:

Since there is no universal academic or interior design industry measure for employer satisfaction with employee's technical knowledge and skills, the program faculty determined that at least 90% of business supervisors of interns would be satisfied with the student's performance. This satisfaction should be evident by an assigned overall rating of 3.75 or higher on a 5.0 scale and 90% of business supervisors will indicate that the business would hire the intern if a position within the company were available.

Attached Files

 [FORM E Employer eval 2022.pdf](#)

Findings Description:

Data was collected from spring 2022 and summer 2022 internship classes.

1. *N=11* interior design students were included in this assessment. Business supervisor satisfaction was **(4.90 on a 5.0 scale)**.

2. **100%** $N=11$, of the business supervisors, stated that they would hire the interior design interns if a position within the company was available. Both criteria were met for this indicator.

Attached Files

 [FORM E Employer eval 2022.pdf](#)

RELATED ITEM LEVEL 3

Employer/Supervisor Evaluation

Action Description:

Findings show that our students continue to be academically prepared to enter the design profession. We will continue to collect data about our senior interior design students from the supervisor evaluation of performance to assess our student preparation and potential for employment upon graduation.

Student Content Writing Skills

Goal Description:

The interior design program will graduate students who meet the writing expectations established by the Council of Interior Design Accreditation (CIDA).

Providing Department: Interior Design BA/BS

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Demonstration of Content Writing Skills

Learning Objective Description:

The interior design student will exhibit an ability to write professionally through writing assignments and written parts of projects within interior design courses using a writing quality associated with the CIDA accreditation.

RELATED ITEM LEVEL 2

Content Writing Skills Evaluation

Indicator Description:

As part of the interior design program's accreditation by the Council of Interior Design Accreditation (CIDA), assessment of interior design student writing skills is derived from proficient writing of programming documents and concept statements. Using project rubrics from senior-level projects in FACS 4330 and 4331, the professor will evaluate the student's written statements and convert scores into a 5-point scale with 1.0 being the lowest rating and 5.0 being the highest rating.

Criterion Description:

Since there is no universal academic measure for writing skills among interior design programs, the program faculty determined that at least 80% of interior design students submitting writing proficiency work within a senior-level project will have a satisfactory rating of 3.5 or higher on a 5.0 scale.

Findings Description:

Findings were not reported for this assessment. The faculty assigned to the courses where this data is collected did not collect nor report data before their termination in May.

RELATED ITEM LEVEL 3

Content Writing Skills Evaluation

Action Description:

The interior design program will replace this assessment and begin to collect data for content writing skills from our sophomore WE course, *FACS 2361: History of Interiors I*. This course is better suited for assessing writing skills and allows the program to assess students in the lower-

level courses that have not previously been included in our assessment. This course is the first of two WE courses in the program and will help identify targets for writing improvement before students move to the second WE course in their junior year, *FACS 3361: History of Interiors II*.

Student Knowledge and Skills of Advanced Content

Goal Description:

To prepare interior design students to meet the expectations of the interior design industry, the interior design program will graduate students who have a mastery of technical knowledge and skills needed for entry-level positions in the interior design profession.

Providing Department: Interior Design BA/BS

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Demonstration of Advanced Knowledge and Skills

Learning Objective Description:

Students who are prepared to do an internship in the interior design profession will demonstrate the mastery of advanced technical knowledge and skills necessary for entry-level interior design positions.

RELATED ITEM LEVEL 2

Advanced Knowledge and Skills Evaluation

Indicator Description:

As part of the interior design program’s accreditation by the Council of Interior Design Accreditation (CIDA), assessment of the advanced technical knowledge and skills necessary for working in an internship which leads to an entry-level position is based on the satisfactory application of advanced technical knowledge and skills exhibited in senior-level projects. A senior project rubric will be used as an assessment of application of evidence-based design knowledge, space planning and communication of design solutions through two-dimensional and three-dimensional drawings. The professor will evaluate the student work using a rubric with scores converted to a 5-point scale with 1.0 being the lowest rating and 5.0 being the highest rating.

Criterion Description:

Since there is no universal academic measure for advanced technical knowledge and skills among interior design programs, the program faculty determined that at least 80% of interior design students submitting completed senior interior design projects will have a satisfactory rating of 3.5 or higher on a 5.0 scale and will continue through the program’s internship to graduation.

Findings Description:

Findings were not reported for this assessment. The faculty assigned to the courses where this data is collected did not collect nor report data before their termination in May.

RELATED ITEM LEVEL 3

Advanced Knowledge and Skills Evaluation

Action Description:

Lecture faculty assigned to our senior design studios for fall and spring in collaboration with the Chair is re-evaluating this assessment and the instrument to collect this data for the upcoming cycle.

Student Knowledge and Skills of Preliminary Content

Goal Description:

To prepare interior design students to meet the knowledge and skills expectations at the junior-level, students will master preliminary level technical knowledge and skills in order to progress to advanced holistic design applications.

Providing Department: Interior Design BA/BS

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Demonstration Of Preliminary Knowledge And Skills

Learning Objective Description:

The interior design program will control the students progressing in the program to advanced studio courses. Students prepared to enter the junior-level in the interior design program will demonstrate a mastery of preliminary technical knowledge and skills necessary to develop more advanced holistic design applications.

RELATED ITEM LEVEL 2

Preliminary Knowledge and Skills Evaluation

Indicator Description:

As part of the interior design program's accreditation by the Council of Interior Design Accreditation (CIDA), assessment of the technical knowledge and skills necessary for advanced-level coursework is based on the passage of the sophomore portfolio review. Students submit completed work from six interior design courses (FACS 1360, FACS 2364, FACS 2361, FACS 2386, FACS 2387, and FACS 2388) and one art course (ARTS 1316) for review. A committee of design faculty and SHSU interior design alumni independently evaluate student work for twelve basic areas of technical knowledge and skills. Student work in each area is scored 1.0 through 4.0 with 1.0 being "proficiency of work is not acceptable" and 4.0 being "work has exceptional proficiency" resulting in a calculated overall average score. A minimum rating of 34 out of 48 (70%) is required to pass the sophomore portfolio review.

Criterion Description:

Because there is not a universal academic measure for preliminary technical knowledge and skills among interior design programs, the program faculty determined that at least 15 of the interior design students submitting work to the sophomore portfolio review will pass the review and have a rating of (34/48) or higher in their total rating among the twelve skills assessed to be approved to take advanced interior design studio courses.

Attached Files

 [Portfolio Assessment and Review Rubric 2022.pdf](#)

Findings Description:

During the 2022 sophomore portfolio review:

- N=20 students submitted portfolios for review, a decrease of 7 (-26%) students from 2021.
- N=16, students passed the review with a score of 34 or higher.
- The average score of the passing group, N=16 that meets 34 or higher = **38.05**. An increase from 36.77 in 2021.
- **N=16 passed = (80%)**. The minimum number of 70% **was** met for passing the review.

Attached Files

 [Portfolio Assessment and Review Rubric 2022.pdf](#)

RELATED ITEM LEVEL 3

Preliminary Knowledge and Skills Evaluation

Action Description:

The increase in average scores and number of passing reviews suggests that students are more prepared for the review than in previous years. This is partially due to curriculum revisions in FACS 1360, our freshman design studio, and new requirements of both FACS 1360 and ARTS 1316 pre-reqs. for sophomore design courses that began in the fall of 2021. We will continue to assess if these changes influence the outcomes of the reviews for a second year with the spring 2023 reviews.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

New Plan:

1. The assessment for the interior design program met in 3 of our 4 areas assessed. The area of preliminary knowledge and skills evaluation did not meet our assessment. Faculty will convene prior to the sophomore review in May of 2022 to discuss the past outcomes and see what is needed to help increase the passing rate.
2. The program will be under new leadership starting in fall 2021 and the plan for the program in 2021-2022 is currently being developed. There is a current discussion regarding micro-credentialing, studio courses to focus on healthcare design to better aligning our program under health sciences, the creation of an advisory board, development of 1-2 new courses in technology and digital graphics, and the creating of a new lighting lab housed in Lea Drain.
3. We will be completing a \$350K renovation and creation of a new senior design studio to help support student success and transition from student to practitioner, in partnership, with Haworth, one of the largest furniture manufacturers in the world.
4. Our accrediting body for both CIDA and NASAD have reports due in the spring of 2022; the outcomes of those reviews will add additional information on the program's success and future direction.

Update of Progress to the Previous Cycle's PCI:

Closing Statements on the Progress of the New Plan:

1. The program's assessment of preliminary knowledge through our sophomore portfolio review process improved from the previous year. We see this resulting from a change in the curriculum for our gateway course, *FACS 1360: Basic Principles of Design*, which is our freshman design studio. An emphasis on interior design and architecture, and less general art foundations, we believe has helped student performance as they move into the sophomore year.
2. No progress was made in this area, new leadership was removed from their position end of the fall term, and they are no longer with the university. Active recruitment and job posting for this position will begin in the 2022-2023 year.
3. The project is currently underway, and completion is estimated for early November 2022. We plan to host our final senior capstone design studio in this space for spring 2023.
4. A report for both NASAD (January 2022) and CIDA (March 2022) was submitted. The NASAD reaccreditation site visit was delayed until September 2022. The 3-year progress report for CIDA and the Accreditation Commission will review during their summer/fall meeting, and feedback will be provided shortly thereafter. We will have a determination on NASAD re-accreditation in April/May 2023.

New Plan for Continuous Improvement Item

Closing Summary:

The CIDA-Council for Interior Design Accreditation program completed its mid-accreditation review this past spring. This report is submitted in the 3rd year of a 6-year accreditation cycle. We will have a response to the report following the fall 2022 CIDA Board meeting. New CIDA standards were implemented on July 1, 2022.

The ID program faculty met for a two-day workshop in the spring of 2022 to address the standard changes and additions. They completed a curriculum map of all courses to ensure compliance with the standards and where primary and secondary evidence of those standards would be taught.

Consideration of more team-based learning in the advanced studios is being explored. We have integrated a team-based project in FACS 3360: Business Practices and seeking to add a team-based project in the fall of 2022 in FACS 4330: *Commercial Design I* and spring of 2023 in FACS 3337: *Design Process*; which will have aspects of DEI and multi-culturalism to address new the new CIDA stds. We anticipate adding an assessment on team-based learning in the rubric for one or both of these two courses for the next assessment cycle.

At the writing of this closing summary, our joint NASAD-National Association of Schools of Art & Design re-accreditation site with the Department of Art has concluded. In the exit interviews with the site team and Provost, the site team found no instances of failure to meet NASAD standards. This is rare, and we are pleased to see this result.

The interior design program has submitted changes to several course titles, and all course prefixes will be moved from FACS to INDS to reflect the new department name change to Human Sciences. This prefix change will help provide greater differentiation between the courses within the undergraduate and graduate curriculum in the department which will help to align the courses in their respective degrees.

From our curriculum workshop, we have a few course titles and descriptions (1360, 2364, 2365, 3332, 3377) that will be modified to align with our CIDA stds. and to generally clean up areas of the curriculum that has not been addressed for several years. We will be developing a new course, which is a revision to our current FACS 2386: Space Planning course, to convert this course into a design studio with a lab. Currently, the program has 4 courses that are studio based, 2386 will become the 2nd in the sequence, for a total of five. Those courses will be retitled following the new course approval to show that each of our five studios is a sequence of skills building noted with titles Studio I, II, III, etc.

The program then intends to develop a 1-credit hour portfolio design course and an introduction to interior design course. The introductory course is essential for new majors' orientation and to get them ready for academic and professional careers in interior design. Before entering studios, it will assist students in understanding what goes into the practice of design and provide a review of the industry. Although there will inevitably be attrition in the design field, it is hoped that this course will help to reduce it or allow students to decide sooner, before beginning their studio work, whether this is the correct major for them. Currently, freshmen only enroll in one design course, with a break in the spring with no course on design. Students need greater academic preparation in the freshman year to complete the seven design courses in the sophomore year that lead to the sophomore portfolio review in May following the completion of the fourth semester of the degree plan. They will also help with retention in the program. We will switch our FACS 1360 course to the spring vs. fall semester and place the introduction course in the fall. Last, A separate course is needed to assist students in developing their digital portfolios, web-based portfolios, and resumes prior to taking internship inspiration in their senior year; this course will be offered in the fall. Currently, portfolio design and development are integrated into another course. At the current time, the course might be offered in the fall of 2023 or as late as 2024.