

# Interior Design BA/BS

## (Goal 1) Internship Supervisor Evaluation (4369)

### 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

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

#### (Learning Objective 1) Demonstration of Applied Professional Competence (Internship)

##### Learning Objective Description:

The interior design student will demonstrate professional competence and the ability to apply the technical knowledge and design skills learned in various courses of interior design in an internship practicum course completed in the final semester of their senior year in the design major.

#### RELATED ITEM LEVEL 2

#### (Indicator 1) 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 rate their satisfaction with 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 employees' 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 the spring 2023 internship course and summer 2023 internship course. The assessment target (in **bold** type) combines two academic terms, however, data for each term is reported below to further expand upon the performance of students between the two terms the internship course is offered.

### **Overall Target Assessment:** (HUSC 4369 Internship)

- $N=14$  Interior design students were included in this assessment. Business supervisor satisfaction was (4.36 on a 5.0 scale).
- **86%  $n=12$** , of the business supervisors, stated Yes, that they would hire the student intern if a position within the company were available, and **14%  $n=2$**  stated No.

### **Spring 2023:** (HUSC 4369)

- $N=11$  Interior design students were included in this assessment for spring 2023 internships. Business supervisor satisfaction was (4.27 on a 5.0 scale).
- 82%  $n=9$ , of the business supervisors, stated *Yes*, that they would hire the student intern if a position within the company were available.  $n=2$  stated *No*.

### **Summer 2023:** (HUSC 4369)

- $N=3$  Interior design students were included in this assessment for summer 2023 internships. Business supervisor satisfaction was (4.66 on a 5.0 scale).
- 100%  $n=3$ , of the business supervisors, stated *Yes*, that they would hire the student intern if a position within the company were available. 0% stated *No*.

#### RELATED ITEM LEVEL 3

#### **(Action 1) Employer/Supervisor Evaluation**

##### **Action Description:**

The baseline score for **Target 1** was just below the threshold (86% vs. 90%). Given that 2 students of the 14 in the internship practicum were noted by supervisors they would not hire. Feedback from the internship supervisor evaluations will be used to help students prepare in advance for their internship course. The feedback we received for these two students was around soft skills (see below):

Supervisor Feedback for Student Intern 1: *"The intern struggled a bit with follow through and ambitiousness. My goal was to provide clear instructions on any individual task, and while she excelled with small tasks, I'd like to see a better grasp of the bigger picture. For example, occasionally I'd put together a large To-Do List for the team and it would've been great if the intern said "I'll take on X, Y and Z" rather than separately having to ask her to do those tasks. If they improve in these areas I think they could be very successful."*

Supervisor Feedback for Student Intern 2: *"Listening skills needed improvement. When given a task at hand, she would always say "ok, ok" while the description of the task was given, however, the follow through was incomplete and/or incorrect multiple times."*

Additional career and internship preparation are being explored in the program, including the fall internship prep meeting and the possibility of a new 1-credit hour course on portfolio design and development, resume building, interviewing, and communication skills for the workplace. Seniors would take the course in the fall before their spring or summer internship. A new full-time faculty in the design program began implementation of increased oral presentations and defense of the final capstone project in the spring of 2023, which are now being video recorded for students to self-assess their speaking and nonverbal behavior in front of a live jury of design professionals. We have found the soft skills issue across all our program in the department, and have set a 2022-2023 goal to host a career symposium in April 2024 to better prepare our students for the workplace.

**Target 2** score was met, no improvements or changes will be made at this time.

## (Goal 2) Student Content Writing Skills (WE Courses)

### 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

### RELATED ITEMS/ELEMENTS

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#### RELATED ITEM LEVEL 1

### (Learning Objective 2) 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 demonstrating writing quality associated with the program's CIDA accreditation standards.

Attached Files

 [2022 fl 2023 sp Assessment for ID rubrics for writing proficiency.pdf](#)

#### RELATED ITEM LEVEL 2

### (Indicator 2) Content Writing Skills Evaluation

#### Indicator Description:

As part of the interior design program's accreditation by the Council of Interior Design Accreditation (CIDA), the assessment of interior design student writing skills is derived from proficiency in writing in designated WE-writing enhanced courses; *FACS 2361: History of Furnishings I* and *FACS 3361: History of Furnishings II*. Using rubrics from these courses, the professor will evaluate the student's writing ability.

Attached Files

 [2022 2023 Rubrics for Writing Enhanced Assessment FACS 2361 FACS 3361.docx](#)

#### Criterion Description:

At least 80% of interior design students submitting writing proficiency work will have an average evaluation of 70% or higher as reported for each of the two courses noted above.

#### Findings Description:

**FACS 2362:** 91% of 23 interior design students' writing samples submitted across three assignments in FACS 2361, History of Furnishings I, scored an average of 70% or higher. One of the two students, who did not have a writing score of 70% or higher, missed submitting one of the writing assignments, and the other consistently performed at the 70% level or slightly below. This student was referred to the university's Writing Center for assistance.

**FACS 3361:** 91% of 23 interior design students' writing samples submitted from the two assignments in FACS 3361, History of Furnishings II, scored an average of 70% or higher. One of the two students, who did not have a writing score of 70% or higher, missed submitting one of the writing assignments. The second student turned in one of the assignments late along with a Letter from the Dean of Students Office making it only eligible for 50% of the points.

Attached Files

 [2022 fall 2023 spring ID Writing Assessment \(002\).pdf](#)

#### RELATED ITEM LEVEL 3

### (Action 2) Content Writing Skills Evaluation

#### Action Description:

No actions will be taken at this time, the program and faculty of record for our WE courses will continue our assessment as it is currently stated for the next assessment cycle.

### **(Goal 3) Student Knowledge and Skills of Advanced Content (Senior Studios)**

#### **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

#### **RELATED ITEMS/ELEMENTS -----**

##### **RELATED ITEM LEVEL 1**

#### **(Learning Objective 3) Demonstration of Advanced Knowledge and Skills**

##### **Learning Objective Description:**

Interior design student preparation to enter their spring internship followed by the interior design profession will be demonstrated by evidence shown through the completion of their final design projects with advanced technical knowledge and skills necessary for entry-level interior design positions following the successful completion of their final two senior studios, 4330 (fall semester) and 4331 (spring semester).

##### **RELATED ITEM LEVEL 2**

#### **(Indicator 3) 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 that leads to an entry-level position is based on the satisfactory application of advanced technical knowledge and skills exhibited in senior-level projects. The final senior projects in 4330 and 4331 will be used to assess overall advanced design skills and knowledge with the application of evidence-based design, space planning, and communication of design solutions through design development drawings, 2D and 3D renderings, and construction drawings. The professor will evaluate the student's work using a rubric with scores converted to a 5-point scale with 1.0 being the lowest and 5.0 being the highest.

##### **Criterion Description:**

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:**

**Fall 2022 Findings:** In FACS 4330,  $n=14$  of  $N=15$  students enrolled in the course scored 80% or higher (93.3%) using the attached rubric for Advanced Knowledge and Skills. The average assessed score of the 15 students on the 5-point Likert scale was 4.1, with a range between 3.4-4.7.

**Spring 2023 Findings:** In FACS 4331, 15 out of 15 students enrolled in the course scored 80% or higher (100%) using the attached rubric for Advanced Knowledge and Skills. The average assessed score of the 15 students on the 5-point Likert scale was 4.3, with a range between 3.8-4.8.

**Overall Findings:** The Target was successfully met. Senior interior design students enrolled in their final year of advanced studio courses fall and spring, scored 80% or higher (**96.7%**) with an average of **4.22** on a 5.0 scale, and an overall capstone project score range between 3.4-4.8.

Attached Files

RELATED ITEM LEVEL 3

**(Action 3) Advanced Knowledge and Skills Evaluation**

**Action Description:**

No actions will be taken at this time, the Target was successfully met. The interior design program and a new full-time faculty of record for our senior capstone courses on advanced knowledge and skills will continue the assessment as it is currently stated for the next assessment cycle.

**(Goal 4) Student Knowledge and Skills of Foundations Content (Pre-major)**

**Goal Description:**

To prepare interior design students to meet the knowledge and skills expectations at the junior-level, students will master foundational level technical knowledge and skills (1000-2000) in order to progress to advanced holistic design applications.

**Providing Department:** Interior Design BA/BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**(Learning Objective 4) Demonstration of Preliminary Knowledge and Skills**

**Learning Objective Description:**

The interior design program will assess the student's progress in the program to advanced studio courses through a sophomore portfolio review conducted by faculty and external industry professionals. Students who are prepared to enter the junior level in the interior design program will demonstrate a mastery of foundation-level technical knowledge and skills necessary to develop more advanced holistic design applications.

RELATED ITEM LEVEL 2

**(Indicator 4) 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:**

A minimum of 50% of the interior design students submitting their portfolios for the required sophomore portfolio review will pass the review with a **minimum rating of 34** (0-48 scale) for their total combined score between reviewers and among the twelve skills assessed.

Attached Files

 [Portfolio Assessment and Review Rubric\\_2022.pdf](#)

**Findings Description:**

From the 2023 required sophomore interior design portfolio review:



- $N=22$  students submitted portfolios for review, one submission did not meet the requirements.  $N=21$  is a 5% submission increase from 2022.
- $N=15$ , students passed the review with a score of 34 or higher.
- The average score of the passing group,  $N=15$  met the minimum score of 34 or higher = **38.46**. An increase from 38.05 in 2022, and 36.77 in 2021.
- $N=15$  passed, (71%). The minimum number of students passing the review (50%) was met for the spring 2023 review.

Attached Files

 [Scoring Rubric.pdf](#)

RELATED ITEM LEVEL 3

#### **(Action 4) Preliminary Knowledge and Skills Evaluation**

##### **Action Description:**

The program and faculty saw improvements made in our foundation course this past year as evident in the outcomes of our sophomore portfolio review where preliminary knowledge and skills are assessed. Curriculum changes were made from the previous year to help increase our numbers. Our Target was met with 71% passing of the 22 students who submitted, far exceeding our baseline of 50% and the overall evaluation score of students being 38.46 to our baseline of 34.

We will increase our baseline pass rate from 50% to 60% for the upcoming year as a new Target to achieve.

### **Update to Previous Cycle's Plan for Continuous Improvement Item**

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

##### **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.

#### **Update of Progress to the Previous Cycle's PCI:**

Our mid-accreditation report was reviewed by the CIDA accreditation board and the subsequent letter was received confirming and reaffirming our progress toward our next six-year reaccreditation visit scheduled for spring 2025.

The ID program faculty continued with a one-day workshop in spring 2023 as part of the work and preparation for our following accreditation review. We initiated our curriculum map of course content to the accreditation standards and will continue this work in 2023-224.

Team-based projects were implemented in INDS 3337, INDS 3360, and INDS 4330. These were successful, specifically in helping students work with peers and navigating the challenges associated with work distribution, conflict resolution, and fulfilling duties in team-based learning. These team projects will be integrated into those courses for the 2023-2024 year.

We received a letter of notification from the Department of Art that a 10-year reaccreditation with NASAD was received.

Curriculum titles and descriptions for the courses listed were completed to add clarification of the courses' purpose and to address accreditation standards in 2022-2023, in addition to moving to program-specific prefixes (INDS from FACS). These are in the 2023-2024 catalog year:

- INDS 1360: Applied Design Theory
- INDS 2364: Materials & Sources
- INDS 3332: Lighting Design for Interiors
- INDS 3365: Digital Drawing for ID II
- INDS 3377: Interior Codes & Standards

The program has decided not to move forward with converting 2386 to a new studio at this time, and with our subsequent accreditation occurring soon.

The program initiated the development of the new 1-credit hour portfolio course but has not moved forward with its submission at this time. We will reassess in fall 2023 if we wish to continue to pursue this course. We successfully submitted a new 1-credit hour Introduction to Interior Design course through the curriculum review cycle (INDS 1140), and this course will be offered to start in fall 2024.

The final senior capstone studio, INDS 4331, saw a change in emphasis as part of several major curriculum revisions. It was decided to put an emphasis on healthcare design in this course. In addition to addressing the skills required for work, this also builds a further connection to the College of Health Sciences. This practice area is among the top five globally in the architecture & design industry. The course's capstone projects will change each year to address various contemporary issues in healthcare design; the spring 2023 launch was centered on the creation of a clinic for kids with neurodiversity.

Last, the construction and renovation of a new senior design studio space was completed in spring 2023. This project began in the fall of 2020. The space helps support our seniors by providing an engaging classroom modeling after an architecture and design office, broken into different zones for learning, teaching, and working. The state-of-the-art space will not only help with student success and preparation for the workplace upon graduation but also provide necessary updates to our classrooms and labs for recruitment and retention.

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

Overall, our assessment was met successfully in 2022-2023 with minor exceptions to two students' internship site responses to hiring the students following their experience. This will be addressed in our fall and spring internship prep meetings with additional content on expectations when on the job.

The program was unsuccessful in its full-time faculty search for a new tenure-track program coordinator in 2022-2023. The last semester of program leadership was December 2021, which has presented a challenge for the program. Without this program leadership, those duties have fallen to the department chair. The department was successful in hiring a new FT Assistant Professor of Practice to assist with program growth. A new faculty search will be conducted this year. Until this program leadership is in place, major changes in the program and assessment are not planned at this time.

No major changes will be made at this time to the interior design assessment plan given the program is near its next accreditation site visit. Generally, the work leading up to this review begins three years prior, which faculty implemented and began last year, the focus for 2023-2024, and fall of 2024 will be the required work in preparation for the next accreditation review in spring 2025, which includes:

- Continue CIDA re-accreditation and site visit planning/workshops (at least two to be held in 2023-2024)
- Complete the program's curriculum map to CIDA standards to identify content gaps in our major courses.
- Complete course-specific worksheets to identify gaps in standards. being taught across the curriculum (primary and secondary evidence of each std.)
- Begin data collection and a preliminary draft of our PAR-Program Area Report for CIDA reaccreditation. This is not due until 6-weeks before the visit, but takes considerable time to write.
- Revisit the creation of a new portfolio design and development course, one or two credits (INDS 4120/4220).
- Continue to build our Blackboard program website in collaboration with SHSU online which houses all curriculum materials and artifacts for our courses.
- Continue building documentation of all guest speakers, field trips, event participation of our students, and community engagement among all courses and student organizations to illustrate where we are engaging our students with the profession and practitioners. This report needs to represent the last three years leading up to the site visit. (2022-2025).

All of these efforts will involve full-time and part-time faculty in the design program, and the department chair. The outcomes of this work will inform assessment changes for the 2024-2025 cycle.