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

Progress: Completed

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

📄 HUSC 4369 Internship Form D

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

📄 HUSC 4369 Internship Form D

Findings Description:

Data was collected from the spring 2024 internship course and summer 2024 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*=12 Interior design students were included in this assessment. Business supervisor satisfaction was (**4.50** on a 5.0 scale).
- **100% *n*=12,** of the business supervisors, stated *Yes*, that they would hire the student intern if a position within the company were available.

Spring 2024: (HUSC 4369)

- *n*=9 Interior design students were included in this assessment for spring 2023 internships. Business supervisor satisfaction was (4.60 on a 5.0 scale).
- 100% *n*=9, of the business supervisors, stated *Yes*, that they would hire the student intern if a position within the company were available.

Summer 2024: (HUSC 4369)

- *n*=3 Interior design students were included in this assessment for summer 2023 internships. Business supervisor satisfaction was (4.20 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.

Note: At the time of data collection, three students were unable to complete their summer internship and were given an incomplete. The data from these students, to be collected in fall 2024, will be combined with data in the 2024-2025 assessment reporting cycle.

RELATED ITEM LEVEL 3

(Action 1) Employer/Supervisor Evaluation
Action Description:

Target 1 score was met, no improvements or changes will be made at this time.

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

The design program will continue to host a required internshi8p prep workshop in the fall and spring term for students completing internships in spring and summer. Since the last reporting period, the interior design program has appointed a designated internship coordinator, with the full-time hire of Ms. Megan Garcia who join the program in fall 2023, and who provided instruction for both courses and delivered the internship prep workshop.

(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

Progress: Completed

RELATED ITEMS/ELEMENTS

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

📄 2023-2024 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:

INDS 2361: History of Furnishings II, Fall 2023: Findings: 26 of 26 (100%) interior design students' writing samples submitted from the two assignments at the junior level in INDS 3361, History of Furnishings II, scored an average of 70% or higher.To improve writing in the course links were posted to the Writing Center handouts and writing tutorials on the INDS 3361 Blackboard page, as well as students were required to make appointments with the university's Writing Center for assistance. This increased the writing ability of several students in the class.Overall, the students showed an above average to excellent ability to write clear and logical analysis of the course topics.

INDS 2361: History of Furnishings I, Spring 2024: Findings: 19 of 24 (79%) interior design students' writing samples submitted across three assignments in INDS 2361, History of Furnishings I, scored an average of 70% or higher.Not meeting the indicator was primarily due to three students that contributed to missing data.

Throughout the semester these three students were encouraged to drop INDS 2361, yet they did not; among the three students there were missing assignments or assignments were received extremely late resulting in non-passing scores. These students all received emails from me, the instructor, and the SAM Center referring them to the Counseling Center and the Dean of Students Office for assistance with personal issues that were interfering with their academic work. To improve writing in the course links were posted to the Writing Center handouts and writing tutorials on the INDS 2361 Blackboard page, as well as students were required to make appointments with the university's Writing Center for assistance. This increased the writing ability of several students in the class.

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

Progress: Completed

(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).

(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.

Attached Files

📄 INDS 4330_Fall 2023_Rubric.pdf

📄 INDS 4331_Spring 2024 Rubrics.pdf

Findings Description:

Fall Findings: In INDS 4330, **17 out of 17** 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 17 students on the 5-point Likert scale was **4.1**, with a range between **3.8-4.8**.

Spring Findings: In INDS 4331, **17 out of 17** 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 17 students on the 5-point Likert scale was **4.4**, with a range between **4.1 - 4.8**.

(Action 3) Advanced Knowledge and Skills Evaluation

Action Description:

This Target was met (100%) and increased of 3.3% (96.7%) from the previous year. Hiring of a full-time, faculty of record for our advanced studios has increased the continuity of the final capstone year curricula. Given we are in a re-accreditation year for the design program, information from the site visit teams' report will inform any changes that are determined necessary following the site review ion spring 2025.

(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

Progress: Completed

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 **60%** 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_2024.pdf

Findings Description:

From the 2024 required sophomore interior design portfolio review:

- *N*=23 students submitted portfolios for review in spring 2024. This is a 9.5% submission increase in total submission from spring 2023.
- *N*=17, students passed the review with a score of 34 or higher. This was an increase of 13.3% from spring 2023.
- The average score of the passing group was **37.34**. This was a slight decrease from the previous year's average (38.46).
- *N*=17 passed, (**73.9%**). The minimum number of students passing the review (60%) was met for the spring 2024 review. This is an increase from 71% in spring 2023.

(Action 4) Preliminary Knowledge and Skills Evaluation
Action Description:

The baseline for this assessment goals (50%) was increased to **60%** following last year's assessment. This Target was met with 73.9% of the total submission received (N-23) successfully passing the review. Given two years of success with the review, we will increase the baseline to **65%** passing for the 2024-2025 cycle.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

Overall, our assessment was met successfully in 2022-2022 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.

Update of Progress to the Previous Cycle's PCI:

Overall, our assessment was met successfully in 2023-2024 with significant improvements in several key areas (advanced knowledge, employer/supervisor evaluation, and preliminary knowledge and skills evaluation).

The program was unsuccessful for the second time, in its full-time faculty search for a new tenure-track program coordinator in 2023-2024. A new faculty search will be conducted this year, and a second tenure-track line is being reclassified into an assistant professor of practice, with a waived posted to hire Ms. Heather Wall into this role, filling 2 of the three FT positions in this program. Until this program leadership is in place, major changes in the program and assessment are not planned at this time.

The design program held several accreditation workshops with all FT/PT faculty this past year in planning for our program's reaccreditation schedule for March 28th-April 1st, 2025. The focus this year is on the preparation of this site visit and the self-study due end of January. Following the review, and site visit teams' report, changes to the assessment will be made as needed to address area of partial or non-compliance in the review.

The status of these items from the previous year are noted in bold font below:

- **(On-going)** Continue CIDA re-accreditation and site visit planning/workshops (at least two to be held in 2023-2024)
- **(On-going)** Complete the program's curriculum map to CIDA standards to identify content gaps in our major courses.
- **(Completed)** Complete course-specific worksheets to identify gaps in standards. being taught across the curriculum (primary and secondary evidence of each std.)
- **(In-progress)** 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.
- **(Pending, discussions held, no progress made)** Revisit the creation of a new portfolio design and development course, one or two credits (INDS 4120/4220).
- **(Continuing)** Continue to build our Blackboard program website in collaboration with SHSU online which houses all curriculum materials and artifacts for our courses.
- **(Completed)** 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).

New Plan for Continuous Improvement Item

Closing Summary:

The program is moving forward with converting INDS 2386: Space Planning to a new studio. It was determined that this course did not require the creation of a new course to add the necessary lab hours to move it to a studio. The lab hours have been earmarked with scheduling, and the course will launch as a studio in the fall of 2024.

In Fall 2024, we will launch our new foundation-level course, INDS 1140: Introduction to Interior Design. This course was created to address retention and preparation of students to enter the studio sequence of courses beginning with INDS 1360, which has moved to a spring 2025 offering vs. a fall offering in the new sequence of courses in the revised plan of study. The ID program has the lowest retention rate(73%) due to needing a foundation-level, non-studio course. The ID program will add new assessment goals for 2024-2025 that are pulled from this course to evaluate students' understanding of the design profession in preparation for studio work. These particular assessment goals, learning objectives, and indicators will be developed in the faculty meeting in the fall of 2024. Additionally, we will track the retention rate for the ID program from INDS 1140 through the completion of INDS 1360 to see if retention shows improvement.

Last, the CIDA-Council for Interior Design Accreditation site visit for re-accreditation of our program is scheduled for March 28th-April 1st. The program's focus this year is preparation for the site visit, including the PAR-Program Assessment Review, Curriculum Matrix Mapping all required INDS, ARTS, and ETMC

courses, and preparing the student display of work. The review results will highlight areas of improvement that may be addressed in the program's assessment outcomes in 2024-2025 and the new plan for 2025-2026.