




Online Assessment Tracking Database


Sam Houston State University (SHSU)
2014 - 2015


Family And Consumer Sciences BA/BS (Interior Design)


Goal	Student Knowledge Of Content Area  Students graduating from the interior design program will have the knowledge and skills required for entry-level positions in interior design.
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Objective (L)	Demonstration Of Content-Area Knowledge And Skills  Students graduating from the interior design program will demonstrate the knowledge and skills necessary for entry-level management in interior design positions.
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Action	Demonstration Of Content-Area Knowledge And Skills  This is a duplicate goal. Please see below.
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Goal	Internship Supervisor Evaluation  The Interior Design Program will graduate students who meet the expectations of employers in the profession of interior design during their internships.
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Objective (L)	Demonstration Of Applied Professional Competence  The student will demonstrate professional competence and the ability to apply what they have learned (egs., appropriate product knowledge, knowledge of business procedures, knowledge of industry systems) in various aspects of interior design.
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Indicator	Employer/Supervisor Evaluation  The supervisor evaluation form for interior design interns evaluates three skill areas (personal skills, interpersonal skills, and professional skills including appropriate use of knowledge from the program content). The professional knowledge and skills are based on Standards established by the Council for Interior Design Accreditation (CIDA). Questions from this form are used as indicators derive the supervisor's rating of the intern. The questions rate the intern on a Likert-type scale of 1 to 5, with 1 being the lowest rating and 5 being the highest rating. There is an independent question that is a "yes-no" indicator of whether the employer would hire the intern for an entry-level design assistant position within the company.
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Criterion	Employer/Supervisor Evaluation 3.5+ And 80% Would Hire If Possible  At least 80% of business supervisors of interior design interns will give the intern a rating of 3.5 or higher on a 5.0 scale and 80% of business supervisors will indicate that they would hire the intern given the availability of a suitable entry-level interior design position in the company.
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Finding	Employer/Supervisor Evaluation Of 3.5 Or Better 
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Data was collected on 8 of the 9 graduates in interior design for 2014-2015. All 8 of these graduates received a rating of 4 or better. Therefore, this criterion was met.

Action**Employer/Supervisor Evaluation Of 3.5 Or Better** 🔑

Interior designers, architects and professional builders who hired these interior design interns were pleased with their work. The appropriate action would be to continue working to meet the CIDA Standards for knowledge and skills as presented in the program by the faculty.

Goal**Student Knowledge Of Content Area** 🔑

Students graduating from the interior design program will have the knowledge and skills required for entry-level positions in interior design.

Objective (L)**Demonstration Of Content-Area Knowledge And Skills** 🔑

Students graduating from the interior design program will demonstrate the knowledge and skills necessary for entry-level management in interior design positions.

Indicator**Analysis Of Logs To Determine Knowledge And Skills** 🔑

For many years, Interior Design students completed an Exit Survey consisting of demographic data, professional goals, and a series of multiple choice and short-answer questions, all designed to determine whether the student had retained information from the courses over the four-year Interior Design program. However, the department decided that this survey did not discriminate well and therefore a rubric was designed that could be applied to internship logs with the goal of determining what knowledge and skills students had retained from their course work and applied during the internship experience.

Criterion**Analysis Of Logs To Determine Student Knowledge And Skills - 90% Pass Or High Pass** 🔑

Based on a rubric developed in-house, 90% of Interior Design graduates will score a grade of High Pass, Pass, or Low Pass on an analysis of their internship logs designed to determine student application of knowledge and skills.

Finding**Analysis Of Internship Logs To Determine Knowledge And Skills For Interior Design** 🔑

Data was collected on eight of the nine graduates from the 2014-2015 cycle. Of the eight, 100% of Interior Design graduates scored a High Pass (6 or 75%) and or a Pass (2 or 25%). Therefore, this criterion was met.

Action	<p>Analysis Of Logs To Determine Knowledge And Skills For Interior Design 🔑</p> <p>As reflected by student logs, students clearly are applying knowledge and skills learned through their course work. The Program Director for Interior Design is pleased with how this rubric reflects student knowledge and skills during the internship experience and believes that this assessment readily transfers to entry-level interior design positions. Therefore, the action is to continue to use this newly-developed rubric.</p>
Goal	<p>Internship Supervisor Evaluation 🔑</p> <p>The Interior Design Program will graduate students who meet the expectations of employers in the profession of interior design during their internships.</p>
Objective (L)	<p>Demonstration Of Applied Professional Competence 🔑</p> <p>The student will demonstrate professional competence and the ability to apply what they have learned (egs., appropriate product knowledge, knowledge of business procedures, knowledge of industry systems) in various aspects of interior design.</p>
Indicator	<p>Employer/Supervisor Evaluation 🔑🔑</p> <p>The supervisor evaluation form for interior design interns evaluates three skill areas (personal skills, interpersonal skills, and professional skills including appropriate use of knowledge from the program content). The professional knowledge and skills are based on Standards established by the Council for Interior Design Accreditation (CIDA). Questions from this form are used as indicators derive the supervisor's rating of the intern. The questions rate the intern on a Likert-type scale of 1 to 5, with 1 being the lowest rating and 5 being the highest rating. There is an independent question that is a "yes-no" indicator of whether the employer would hire the intern for an entry-level design assistant position within the company.</p>
Criterion	<p>Employer/Supervisor Evaluation 3.5+ And 80% Would Hire If Possible 🔑</p> <p>At least 80% of business supervisors of interior design interns will give the intern a rating of 3.5 or higher on a 5.0 scale and 80% of business supervisors will indicate that they would hire the intern given the availability of a suitable entry-level interior design position in the company.</p>
Finding	<p>Employer/Supervisor Evaluation 3.5 Or Better 🔑</p> <p>Data was available on eight of the nine Interior Design graduates for the 2014-2015 cycle. All of the eight graduates received a supervisor rating of 4 or above (100%). Two interns received a rating of 4 (25%); 1 received a rating of 4.5 (12.5%), 3 received a rating of 5 (37.5%), and 2 received a rating of 5+ (25%). Therefore, this criterion was met.</p>

Finding**Employer/Supervisor - 80% Would Hire If Possible 🔑**

Data was collected on eight of the nine Interior Design graduates. For the eight, 100% of employers/supervisors indicated that they would hire the student if a suitable entry-level design position existed within the business. Therefore, this criterion was met.

Action**Employer/Supervisor Evaluation 3.5 Or Better 🔑**

Data collected from employers and business supervisors indicate satisfaction with Interior Design interns who are on the verge of graduating and going into "real-world" design positions. Due to the necessity of meeting Knowledge and Skills established by the accrediting bodies for interior design (CIDA and NASAD), the Interior Design interns (and soon-to-be graduates) are performing well. Therefore, the action plan is to continue to meet the standards of the accrediting bodies through a current and updated curriculum and well-qualified faculty.

Previous Cycle's "Plan for Continuous Improvement"

The program will continue its recruitment efforts, while at the same time it is planning a sophomore review. The sophomore review will mean that at the end of the sophomore year, faculty will review each student's work and decide on the top twenty students who will go forward to junior studio. This is a common practice in many art and design programs.

In recent years, we have struggled with how to handle the various program Exit Survey data. It is difficult to remember to update the survey every time a change in the curriculum occurs (programs and courses in the department must continually be updated because they are pre-professional programs that serve fields that are constantly in flux), so we get to the point of administering it and realize that it is needs updating. Dr. Laura Burleson is working on a rubric whereby we would access students' logs during the internship process to determine effectiveness of course content as students applied it to the internship activities and problems. We are going to try it for a cycle with the expectation that it will lead to curricular changes and improved program effectiveness.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

The sophomore review was instituted during Spring of 2015. Fourteen of the initial 30 sophomore students submitted work for review. All fourteen students received passing marks and therefore were eligible to move on to junior-level course work. One student elected not to do so for personal reasons. The program plans to continue to use the sophomore review as a means of limiting program size of the junior and senior cohorts to 20 students each, an appropriate size given the number of Interior Design faculty (three).

The rubric to analyze students' logs during the internship to determine effectiveness of course content as applied to internship activities was developed and applied. It was determined to be effective for the Interior Design program, and therefore the plan is to continue to use this rubric.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

During the 2014-2015 cycle, the students scored well with business supervisors and with the rubric that was developed in-house to analyze their application of knowledge and skills during the internship process. It was determined that this rubric proved effective for this assessment effort. It is important to note that the Interior Design program, as an accredited program, meets the Standards set forth by the two accrediting bodies (CIDA and NASAD). Continual curriculum review is essential, and the curriculum review during the 2014-2015 cycle indicated that an additional course is needed at the sophomore level in space planning. That course was developed and submitted to the departmental curriculum committee for review, then submitted to the college curriculum committee. The course passed both reviews, and now has been submitted to the University Curriculum Committee for review. Additionally, the program has received notice that one of the Interior Design faculty will not be returning for the 2016-2017 academic year, and a search is currently underway to find a suitable replacement. Another faculty member, whose position had been classified as a "full-time lecturer" position, has received a position change to Clinical Assistant Professor. This change will further strengthen this stellar and growing program.
