

Interior Design BA/BS

Goal A - 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).

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 an expected 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, 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:

An evaluation of written project notebooks from 14 senior-level interior design students in a studio course was conducted to measure content writing quality. The writing quality of 12 of the 14 students (86%) scored 3.5 or higher on a 5.0 scale. The two student who did not meet this score, both scored a 3.0/5.0.

RELATED ITEM LEVEL 3

Content Writing Skills

Action Description:

The 86% of students evaluated indicates that most interior design seniors meet a writing proficiency level that is expected of entry-level design professionals. The program plans to continue implementing the writing requirements that are part of the senior-level project. To assist improving the scores the course instructor will work with students to proof their writing for completeness and writing quality before final submission.

Goal B - 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.

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 and non-design faculty evaluates student work for twelve basic areas of technical knowledge and skills. Student work in each areas 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 average score of 3.0 out of 4.0 is required to pass the sophomore portfolio review.

Criterion Description:

Since there is no universal academic measure for preliminary technical knowledge and skills among interior design programs, the program faculty determined that at least 80% of interior design students submitting work to the sophomore portfolio review will have a rating of 3.0 or higher on a 4.0 scale are approved to take advanced interior design studio courses.

Findings Description:

For two years, the interior design program has used a 12-element assessment tool to evaluate the student’s application of preliminary knowledge and skills at the sophomore-level through the portfolio review. At the conclusion of spring 2017, twelve students submitted their work from eight courses for evaluation. Five students scored a 4.0, four students scored a 3.0, two students scored a 2.0 and one student scored a 1.0. As the result of these scores, nine of the twelve scored 3.0 or higher, 75% of the group. The two students who scored a 2.0 were within three raw points of the needed scores passed with reservations and the recommendation that they focus on their areas of weakness. The student, who scored a 1.0, did not pass and was not able to register for the advanced interior design studio courses.

RELATED ITEM LEVEL 3

Preliminary Knowledge and Skills Eval

Action Description:

The 75% level falls short of meeting the 80% mark. With a small number of students in the interior design program who submit their work to the portfolio review, the difference between the 75% and 80% is only one student. The program will review the evaluating process used by reviewers in the portfolio review, as well as it will analyze the curriculum and how it prepares students for the portfolio review.

Goal C - 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.

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 projects within a senior-level project 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:

An evaluation of space planning, concept research, and solutions development and communication from 14 senior-level interior design students taking a studio course was conducted to measure quality of their design solutions. Twelve of the 14 students (86%) scored 3.5 or higher on a 5-point scale for their concept development and generated solution. The two students who did not score a 3.5 both scored a 3.4/5.0.

RELATED ITEM LEVEL 3

Advanced Knowledge and Skills Eval

Action Description:

The 86% of students evaluated indicates that most interior design seniors produce a proficient level of work expected of entry-level design professionals. The program plans to continue implementing the project requirements that are part of the senior-level course. To assist improving the scores the course instructor will work with students to review their work for completeness, quality of design solutions and method of communications.

Goal D - 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.

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 (egs., appropriate space planning, product knowledge and sourcing, business procedures and industry based electronic/digital communication systems) they have 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 developed to contain 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 and are organized 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 derived from the supervisor's rating reflect 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 intern's performance in 33 aptitudes. The ratings from the 33 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 in 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.

Findings Description:

Twelve interior design students completed the FACS 4369, Internship course between September 2016 and August 2017. At the conclusion of the experience, their supervisors completed the Form E evaluating the students' performances. All twelve (100%) of the students scored a 4.0 or higher (average score for the group was a 4.75) on their work performance. Likewise, all (100%) of the supervisors indicated that they would hire the interior design student intern if an entry-level employment position was available. Additionally, of the twelve student interns three (25%) were hired into entry-level employment positions and one other student was offered a position but declined it due to relocating out of the area.

RELATED ITEM LEVEL 3

Employer/Supervisor Eval

Action Description:

The 100% work performance and potential to be hired, indicates that upon graduation interior design students meet the knowledge and skills expected of entry-level design professionals. The program plans to continue implementing the program requirements along with continuing to evaluate and refine the interior design curriculum to maintain this high-level of performance.

Update to Previous Cycle's Plan for Continuous Improvement 2016-17

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

Goal A - Since different companies employ interior design student interns each year the continuous high performance by interns reflects well on the program. The program has encouraged students to seek internships with registered interior designers whether residential or commercial, registered architects or builders. Recently, the program has put a stronger focus on larger commercial interior designers and architectural firms. After tracking the use of CAD programs by these companies we have seen a shift from predominate use of AutoCAD© to a growing use of REVIT©. Within this cycle, the faculty determined the addition of a second digital drawing course, which will be taught for the first time in spring 2018, would strengthen student skills in REVIT©. Goal B - Since this was the first year the program developed an assessment of writing skills, the program plans to continue reviewing the writing requirements that support writing done at senior-level. We will evaluate the writing produced at the junior-level to determine if it is sufficiently preparing students for senior-level writing expectations. Goal C - To reach the 80% mark the program plans to collect information during the next portfolio review to determine which of the 12-elements of student knowledge and skills shows the greatest weakness. Goal D - Since this was the first year the program developed an assessment of senior-level design skills, the program plans to continue reviewing the curriculum that supports senior-level projects. We will evaluate the work produced at the sophomore and junior-level to determine if it is sufficient in preparing students for senior-level expectations.

Update of Progress to the Previous Cycle's PCI:

Goal A - Since different companies employ interior design student interns each year the continuous high performance by interns reflects well on the program. The program has encouraged students to seek internships with registered interior designers whether residential or commercial, registered architects or builders. Recently, the program has put a stronger focus on larger commercial interior designers and architectural firms. After tracking the use of CAD programs by these companies we have seen a shift from predominate use of AutoCAD© to a growing use of REVIT©. Within this cycle, the faculty determined the addition of a second digital drawing course, which will be taught for the first time in spring 2018, would strengthen student skills in REVIT©. Goal B - Since this was the first year the program developed an assessment of writing skills, the program plans to continue reviewing the writing requirements that support writing done at senior-level. We will evaluate the writing produced at the junior-level to determine if it is sufficiently preparing students for senior-level writing expectations. Goal C - To reach the 80% mark the program plans to collect information during the next portfolio review to determine which of the 12-elements of student knowledge and skills shows the greatest weakness. Goal D - Since this was the first year the program developed an assessment of senior-level design skills, the program plans to continue reviewing the curriculum that supports senior-level projects. We will evaluate the work produced at the sophomore and junior-level to determine if it is sufficient in preparing students for senior-level expectations.

Plan for Continuous Improvement - 2017-18

Closing Summary:

The program will continue to evaluate assignments, projects and learning experiences that enhance knowledge and skills to prepare students for senior-level projects. In the past year, the 2017 Council of Interior Design Accreditation (CIDA) Standards have been used for curriculum changes, including adding a second digital drawing course with advanced REVIT© applications in order to increase the levels of project communication.