

Detailed Assessment Report  
As of: 10/07/2013 10:52 AM EST  
2012-2013 Interior Design BS

**Mission / Purpose**

The interior design program prepares students for professional careers in commercial and residential design by encouraging creative and critical thinking skills that promote professional responsibility in the development of design solutions that enhance the quality of life and protects the health, safety and welfare of its users.

**Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1: Professional Design Knowledge**

Graduates will have attained the depth and breadth of professional design knowledge required to participate in entry level positions in a variety of interior design related professions. Professional design knowledge includes: building codes, accessibility standards, material selection and estimation, and writing product specifications.

**Related Measures:**

**M 1: Internship Mentor Evaluation**

Student Interns are evaluated using a program-designed rubric by the professional employer/mentor to assess the student's 1) professional design knowledge, 2) computer knowledge, 3) design fundamentals, and 4) professional values in the areas of: a) client interaction, b) dependability, c) initiative, and d) attitude. Assessment by the mentor will be restricted to observations while the student is participating in a required structured professional internship with the firm. (ID 442, Interior Design Internship or AEC 496 Industrial Internship).

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**

- *Mentor Evaluation*

**Target:**

75% of internship students will earn a total mean score of 3.8/5 or higher in each category on an evaluation completed by the professional mentor that assesses 1) professional design knowledge (Professional knowledge includes building codes, material selection, specifications, accessibility standards and estimating.)

**Findings (2012-2013) - Target: Met**

**Fall 2012:** Course not offered.

**Spring 2013: N = 4**

100% (4/4) students scored a 3.8/5 on the mentor survey in professional design knowledge category.

**Summer 2013: N = 5**

100% (5/5) students scored a 3.8/5 on the mentor survey in professional design knowledge category.

**Connected Documents**

- *Summer 2013 Internship Mentor Survey Results*
- *Spring 2013 Mentor Survey Results*

**M 2:Interior Design Exit Survey**

Graduating seniors will complete an exit survey relevant to preparation for entry-level employment and/or graduate school.

Source of Evidence: Exit interviews with grads/program completers

**Connected Document**

- *Exit Survey*

**Target:**

75% or more of graduating seniors will agree or strongly agree that they feel prepared to obtain entry-level employment based on the skills and knowledge gained in their major.

**Findings (2012-2013) - Target: Met**

**Fall 2012** Exit survey not administered.

**Spring 2013:** N = 11

100% (11/11) graduating seniors agree or strongly agree they feel prepared for entry-level employment in interior design.

**M 7:Senior Portfolio Review**

Graduating seniors will submit a design portfolio for faculty review illustrating competency in 1) professional design knowledge 2) computer competency 3) design fundamentals and 4) verbal and non-verbal communication

Source of Evidence: Portfolio, showing skill development or best work

**Connected Document**

- *Senior Portfolio Rubric*

**Target:**

80% of graduating seniors will score at least 17.5/25 or 70% using a faculty designed rubric demonstrating competence in 1) professional design knowledge (material selection, codes, specifications, accessibility, etc.)

**Findings (2012-2013) - Target: Met**

Spring 2013: N = 11

82% (9/11) students scored at least a 17.5/25 or 70% using a faculty designed rubric demonstrating competence in 1) professional design knowledge (material selection, codes, specifications, accessibility, etc.)

**Connected Document**

- *2013 Senior Portfolio Findings*

### **M 9:Cost Estimating**

Students enrolled in ID 232, Interior Materials and Installation Methods will demonstrate competency in the estimation of interior finish materials by accurately preparing detailed client estimations for flooring and wall coverings.

Source of Evidence: Academic direct measure of learning - other

#### **Target:**

80% of students will score a 70/100 on an estimating exam calculating flooring and wall covering requirements for a small interior project.

#### **Findings (2012-2013) - Target: Not Met** **Spring 2013 N= 21**

76% (16/21) of students enrolled in ID 232 Interior Materials scored a 70/100 on an estimating exam calculating flooring and wall covering requirements for a small interior project.

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

#### **New Measure for 2012-2013 Assessment Plan**

*Established in Cycle:* 2011-2012

Additional measures will be added to the 2012-2013 Assessment plan to measure identified weaknesses in estimating and ideation s...

### **SLO 2:Computer Competency**

Graduates will have demonstrated minimum proficiency in design related business software used in commercial and residential interior design. (ie: word processing, spreadsheets, slide shows, digital design/drafting, photo editing, etc.)

#### **Related Measures:**

#### **M 1:Internship Mentor Evaluation**

Student Interns are evaluated using a program-designed rubric by the professional employer/mentor to assess the student's 1) professional design knowledge, 2) computer knowledge, 3) design fundamentals, and 4) professional values in the areas of: a) client interaction, b) dependability, c) initiative, and d) attitude. Assessment by the mentor will be restricted to observations while the student is participating in a required structured professional internship with the firm. (ID 442, Interior Design Internship or AEC 496 Industrial Internship).

Source of Evidence: Field work, internship, or teaching evaluation

#### **Connected Document**

- *Mentor Evaluation*

#### **Target:**

75% of internship students will earn a total mean score of 3.8/5 or higher in each category on an evaluation completed by the professional mentor that assesses 2) Computer

knowledge (to include 2D digital drafting programs, word processing, spread sheets, slide shows and 3D drawing and rendering programs.)

**Findings (2012-2013) - Target: Met**

**Fall 2012:** Course not offered

**Spring 2013: N = 4**

100% (4/4) students scored a 3.8/5 on the mentor survey in the computer knowledge category.

**Summer 2013: N = 5**

80% (4/5) students scored a 3.8/5 on the mentor survey in the computer knowledge category.

**Connected Documents**

- *Summer 2013 Internship Mentor Survey Results*
- *Spring 2013 Mentor Survey Results*

**M 3:Computer Application Proficiency**

Students enrolled in ID 242, Portfolio Development, will demonstrate proficiency and understanding of various software media used by design professionals to communicate with clients.

Source of Evidence: Project, either individual or group

**Target:**

80% of students will score at least a 70/100 on each of the following components 1) portfolio component using photo editing/graphic software 2) the resume component using word processing software 3) the website component using publishing software.

**Findings (2012-2013) - Target: Met**

Fall 2013: N = 15

100% (15/15) students scored at least a 70/100 on 1) portfolio component using photo editing/graphic software; 100% (15/15) on the resume component using word processing software; 100% (15/15) on the website component using publishing software.

**M 4:Digital Drawing/Drafting Proficiency**

Students enrolled in ID 210/ID 311, Visual Literacy and Advanced Visual Literacy will demonstrate minimum proficiency and understanding of digital drawing/design software used in the residential and commercial design professions.

Source of Evidence: Project, either individual or group

**Target:**

80% of students enrolled in ID-210 Visual Literacy will score at least 70/100 on a project using computer aided design software. 80% of student enrolled in ID 311 Advanced Visual Literacy will score at least a 280/400 (70%) on a project using 3D modeling/BIM software.

**Findings (2012-2013) - Target: Met**

**Fall 2012 (ID 210) Visual Literacy N = 11**

82% (9/11) of students enrolled in ID 210 Visual Literacy averaged a minimum score of

70% (70/100 points) or higher on all CAD drawing sheets (A-101 - I-901)

**Fall 2012 (ID 311) Advanced Visual Literacy N = 11**

100% (11/11) of students enrolled in ID 311 mini-session scored 70% (280/400 points) or higher on Project 2 using BIM 3D modeling software.

**Spring 2013 (ID 311) Advanced Visual Literacy N = 10**

90% (9/10) of students enrolled in ID 311 scored 70% 280/400 on a project using 3D modeling/BIM software

**M 7:Senior Portfolio Review**

Graduating seniors will submit a design portfolio for faculty review illustrating competency in 1) professional design knowledge 2) computer competency 3) design fundamentals and 4) verbal and non-verbal communication

Source of Evidence: Portfolio, showing skill development or best work

**Connected Document**

- *Senior Portfolio Rubric*

**Target:**

80% of graduating seniors will score at least 17.5/25 or 70% using a faculty designed rubric demonstrating competence in 2) computer competency (ie: digital drafting, rendering and photo editing software)

**Findings (2012-2013) - Target: Met**

**Spring 2013: N = 11**

100% (11/11) students scored at least a 17.5/25 or 70% using a faculty designed rubric demonstrating competence in 2) computer competency (ie: digital drafting, rendering, and photo editing software).

**Connected Document**

- *2013 Senior Portfolio Findings*

**SLO 3:Design Fundamentals**

Graduates will have a foundation in the fundamentals of art and design, theories of design, green design, history of interiors and human behavior.

**Relevant Associations:**

CIDA 2009 Standard 3

**Related Measures:**

**M 1:Internship Mentor Evaluation**

Student Interns are evaluated using a program-designed rubric by the professional employer/mentor to assess the student's 1) professional design knowledge, 2) computer knowledge, 3) design fundamentals, and 4) professional values in the areas of: a) client interaction, b) dependability, c) initiative, and d) attitude. Assessment by the mentor will be restricted to observations while the student is participating in a required structured professional internship with the firm. (ID 442, Interior Design Internship or AEC 496 Industrial Internship).

Source of Evidence: Field work, internship, or teaching evaluation

### **Connected Document**

- *Mentor Evaluation*

#### **Target:**

75% of internship students will earn a total mean score of 3.8/5 or higher on an evaluation completed by the professional mentor that assesses the intern's knowledge of 3) Design fundamentals (including elements and principles of design, design theory, green/sustainable design and human behavior.)

#### **Findings (2012-2013) - Target: Met**

**Fall 2012:** Course not offered

#### **Spring 2013: N = 4**

100% (4/4) students scored a 3.8/5 on the mentor survey in the design fundamentals category.

#### **Summer 2013: N= 5**

80% (4/5) students scored a 3.8/5 on the mentor survey in the design fundamentals category.

### **Connected Documents**

- *Summer 2013 Internship Mentor Survey Results*
- *Spring 2013 Mentor Survey Results*

### **M 7:Senior Portfolio Review**

Graduating seniors will submit a design portfolio for faculty review illustrating competency in 1) professional design knowledge 2) computer competency 3) design fundamentals and 4) verbal and non-verbal communication

Source of Evidence: Portfolio, showing skill development or best work

### **Connected Document**

- *Senior Portfolio Rubric*

#### **Target:**

80% of graduating seniors will score at least 17.5/25 or 70% using a faculty designed rubric demonstrating competence in 3) design fundamentals (ie: elements and principles of design, design theory, green design and human behavior)

#### **Findings (2012-2013) - Target: Not Met**

#### **Spring 2013: N = 11**

72% (8/11) scored at least a 17.5/25 or 70% using a faculty designed rubric demonstrating competence in 3) design fundamentals (ie: elements and principles of design, design theory, green design and human behavior).

### **Connected Document**

- *2013 Senior Portfolio Findings*

### Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

### **Sophomore Portfolio Review - Now Senior Portfolio Review**

*Established in Cycle:* 2009-2010

2010-2011: The sophomore portfolio review was not conducted. Many sophomores have not been able to take the required art foundat...

### **M 8:Elements and Principles of Design**

Students enrolled in ID 140, Interior Design I will demonstrate an understanding of how the elements and principles of design are utilized to create successful interiors in both residential and commercial spaces.

Source of Evidence: Project, either individual or group

#### **Target:**

80% of students enrolled in ID 140, Interior Design I will score a 140/200 (70%) on the Design Notebook project.

#### **Findings (2012-2013) - Target: Met**

Fall 2012: N=17

88% (15/17) of students enrolled in ID 140 Interior Design I scored a minimum of 140/200 (70%) or higher on the Design Notebook Assignment.

### **M 11:Historic Design**

Students enrolled in ID 325, History of Interior Furnishings and Decorative Arts will demonstrate the ability to apply their knowledge of period design to a modern interior.

Source of Evidence: Project, either individual or group

#### **Target:**

80% of students will score a 70/100 on the Historic Research Project by accurately identifying their knowledge of a specific time period to a modern interior.

#### **Findings (2012-2013) - Target: Not Reported This Cycle**

Fall 2012: Course not offered

Spring 2013: Course not offered

Course will be offered in Spring 2014.

### **SLO 4:Professional Values**

Graduates will develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness.

#### **Relevant Associations:**

CIDA 2009: Standard 2

#### **Related Measures:**

### **M 1:Internship Mentor Evaluation**

Student Interns are evaluated using a program-designed rubric by the professional employer/mentor to assess the student's 1) professional design knowledge, 2) computer knowledge, 3) design fundamentals, and 4) professional values in the areas of: a) client interaction, b) dependability, c) initiative, and d) attitude. Assessment by the mentor will be restricted to observations while the student is participating in a required structured professional internship with the firm. (ID 442, Interior Design Internship or AEC 496 Industrial Internship).

Source of Evidence: Field work, internship, or teaching evaluation

### **Connected Document**

- *Mentor Evaluation*

#### **Target:**

75% of internship students will earn a total mean score of 3.8/5 or higher in each category on an evaluation completed by the professional mentor that assesses 4) professional values in the areas of a) client interaction b) dependability c) initiative and d) attitude.

#### **Findings (2012-2013) - Target: Met**

**Fall 2012:** Course not offered.

#### **Spring 2013: N = 4**

75% (3/4) students scored a 3.8/5 on the mentor survey in the professional values category.

#### **Summer 2013: N = 5**

100% (5/5) students scored a 3.8/5 on the mentor survey in the professional values category.

### **Connected Documents**

- *Summer 2013 Internship Mentor Survey Results*
- *Spring 2013 Mentor Survey Results*

### **M 5:Examination Ethics Questions**

Students enrolled in ID 441, Professional Practices and Procedures, are introduced to professional ethics and will understand this concept.

Source of Evidence: Standardized test of subject matter knowledge

#### **Target:**

80% of students enrolled in ID 441 Professional Practices and Procedures will score a 70/100 or better on an exam/assignment designed to measure their understanding of the concept of professional ethics.

#### **Findings (2012-2013) - Target: Not Reported This Cycle**

Fall 2012: Course not offered.

Spring 2013: Course not offered.

Course will be offered in Spring 2014

### **M 6:Professionalism Assignment**

Students enrolled in ID 439/440, Contract Design I and II will exhibit the traits and values of a professional interior designer.



Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

75% of students will earn a 70/100 on a semester long project documenting 1) Time Management: minimum score 14/20, 2) Reliability: minimum score 14/20, 3) Accountability: minimum score 14/20, 4) Self Motivation: minimum score 7/10 and 5) Professional Service: minimum score 21/30.

**Findings (2012-2013) - Target: Partially Met**

**Fall 2012: N=11**

100% (11/11) of students enrolled in ID 440, Contract Design II earned a 70 or higher on the professionalism project. 73% (8/11) scored a 14/20 in time management; 64% (7/11) earned a 14/20 in reliability; 100% (11/11) earned a 14/20 in accountability; 100% (11/11) earned an 7/10 in self-motivation and 100%(11/11) earned a 21/30 in service.

**Spring 2013: N=8**

100% (11/11) of students enrolled in ID 439, Contract Design I earned a 70 or higher on the professionalism project. 100% (8/8) scored a 14/20 in time management; 100% (8/8) earned a 14/20 in reliability; 100% (8/8) earned a 14/20 in accountability; 100% (8/8) earned an 7/10 in self-motivation and 100%(8/8) earned a 21/30 in service.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Professionalism**

*Established in Cycle: 2011-2012*

Student scores on the professionalism assignment have continued to fall below expectation in the areas of time management, relia...

**SLO 5: Design Communication (Verbal and Nonverbal)**

Students will have developed competence in design communication to include non-verbal techniques such as drafting, sketching, rendering and visual boards as well as verbal communication techniques such as individual and/or group oral presentations.

**Relevant Associations:**

2009 CIDA: Standard 5

**Related Measures:**

**M 3: Computer Application Proficiency**

Students enrolled in ID 242, Portfolio Development, will demonstrate proficiency and understanding of various software media used by design professionals to communicate with clients.

Source of Evidence: Project, either individual or group

**Target:**

80% of students enrolled in ID 242 Portfolio Presentation will score at least a 70/100 on the verbal and nonverbal presentation component

**Findings (2012-2013) - Target: Met**

**Fall 2013: N = 15**

100% (15/15) students enrolled in ID 242 Portfolio Presentation scored at least a 70/100 on the verbal and non verbal presentation component.

**M 4:Digital Drawing/Drafting Proficiency**

Students enrolled in ID 210/ID 311, Visual Literacy and Advanced Visual Literacy will demonstrate minimum proficiency and understanding of digital drawing/design software used in the residential and commercial design professions.

Source of Evidence: Project, either individual or group

**Target:**

80% of students enrolled in ID-210 Visual Literacy I will score at least 70/100 on a project using computer aided design software. 80% of student enrolled in ID 311 Advanced Visual Literacy will score at least a 280/400 on a project using 3D modeling/BIM software.

**Findings (2012-2013) - Target: Met**

**Fall 2012 (ID 210) Visual Literacy N = 11**

82% (9/11) of students enrolled in ID 210 Visual Literacy averaged a minimum score of 70% (70/100 points) or higher on all CAD drawing sheets (A-101 - I-901)

**Fall 2012 (ID 311) Advanced Visual Literacy N = 11**

100% (11/11) of students enrolled in ID 311 mini-session scored 70% (280/400 points) or higher on Project 2 using BIM 3D modeling software.

**Spring 2013 (ID 311) Advanced Visual Literacy N = 10**

90% (9/10) of students enrolled in ID 311 scored 70% 280/400 on a project using 3D modeling/BIM software

**M 7:Senior Portfolio Review**

Graduating seniors will submit a design portfolio for faculty review illustrating competency in 1) professional design knowledge 2) computer competency 3) design fundamentals and 4) verbal and non-verbal communication

Source of Evidence: Portfolio, showing skill development or best work

**Connected Document**

- *Senior Portfolio Rubric*

**Target:**

80% of graduating seniors will score at least 17.5/25 or 70% using a faculty designed rubric demonstrating competence in 4) non-verbal communication (ie: drafting, sketching, rendering and visual presentation)

**Findings (2012-2013) - Target: Met**

**Spring 2013: N = 11**

10/11 (91%) of students scored at least a 17.5/25 or 70% using a faculty designed rubric demonstrating competence in 4) non-verbal communication (ie: drafting, sketching, rendering and visual presentation).

## Connected Document

- 2013 Senior Portfolio Findings

### **M 10:Team Presentation**

Students enrolled in ID 140, Interior Design I will demonstrate competency in presenting a team oral presentation.

Source of Evidence: Presentation, either individual or group

#### **Target:**

80% of students will score 28/40 (70%) on a team oral presentation component of a research assignment on cultural design differences.

#### **Findings (2012-2013) - Target: Met**

##### **Fall 2012: N= 17**

100% (17/17) of students enrolled in ID 140 Interior Design I scored at least a 28/40 (70%) on the team oral presentation component of the Cultural Research Assignment.

**Spring 2013:** Course not offered

### **M 12:3D Sketching**

Students enrolled in ID 238 Visual Communication in Interior Design will demonstrate competency in graphically communicating design ideas in a final semester project consisting of 3D sketches that describe their final design work.

Source of Evidence: Project, either individual or group

#### **Target:**

75% of students will score 70/100 pts or more on the assignment.

#### **Findings (2012-2013) - Target: Met**

##### **Fall 2012: N = 14**

85% (12/14) students enrolled in ID 238 Visual Communication in Interior Design scored a minimum of 70/100 on a 3D sketching assignment.

**Spring 2013:** Course not offered.

## **Details of Action Plans for This Cycle (by Established cycle, then alpha)**

### **Revamp NCIDQ Exam to Comprehensive Exam**

UPDATE: September 28, 2013: The new Interior Design Fundamentals Exam IDFX has been instituted and our program plans to develop a similar exam to administer during the capstone class to prepare students to take this exam upon graduation.

UPDATE: September 30, 2012: The development of a "mock" NCIDQ exam is still on hold. The professional exam has been revamped and will be administered in spring 2013. New rules from the NCIDQ will allow seniors to take two of the three parts upon graduation. Once the new professional exam is administered, the program will begin to develop a mock exam to administer to seniors to help them prepare for the professional exam.

2007: The NCIDQ exam is a professional exam that requires a minimum of 2 years professional design experience under the direct supervision of a NCIDQ certified holder or licensed architect. The

professional exam pass rate is between 60 - 70%; therefore, we cannot expect our students to outperform by scoring 77/100 on the exam. The Interior Design Program plans to develop a comprehensive multiple-choice exam based on the new NCIDQ exam format; however, we will select examination questions based on materials covered our coursework. We plan to provide a study guide and the opportunity to take a pre-test prior to taking the final exam. The exam will be given during spring 2012 semester as a course requirement for ID-490, Application of Design Theory.

**Established in Cycle:** 2007-2008

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Initially Implemented spring 2009. Not reported in 2010/2011 - Test was administered but results were found invalid due to procedural changes in testing format. Test not administered in 2011-2012.

**Projected Completion Date:** 02/28/2012

**Responsible Person/Group:** Program Coordinator and the Instructor of record for the ID-490, Advanced Application of Design Theory

**Additional Resources Requested:** New NCIDQ exam needed

### **Sophomore Portfolio Review - Now Senior Portfolio Review**

2010-2011: The sophomore portfolio review was not conducted. Many sophomores have not been able to take the required art foundation courses due to the reduced offerings of sections for ART 101, 111, 112 and 113. Because many have not had these courses, the portfolios would not have met the minimum expectations. The program coordinator, with the help of Kathryn Lowery, determined that the senior portfolios could be used. A rubric was created that will be distributed to the senior class during the fall 2011 semester to report findings for this measure. The action plan will be reviewed in spring 2012.

2009-2010: Student performance in CAD did not meet expectation in the sophomore portfolio review, and the sketching results were marginal, barely meeting expectation. Student scores in CAD were low because several students did not provide examples of their CAD assignments in their portfolio. Submitted CAD examples showed weakness in understanding line weights, text heights and dimensioning. In order to meet this expectation next year, students will be advised to print out examples of their work to submit in their portfolio. The assessment team recommends that the instructors of ID 210 and ID 339 provide more assignments and opportunities for students to practice setting up line weights, text heights and dimensioning as homework and in-class assignments. Students will be informed by the program coordinator that they are responsible for getting their CAD assignments back from the instructor or they will be required to print out the samples again for their portfolio review. To improve sketching, students should continue to practice quick estimated drawings as weekly homework assignments in ID 238 and possibly ID 240.

**Established in Cycle:** 2009-2010

**Implementation Status:** Finished

**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Senior Portfolio Review | **Outcome/Objective:** Design Fundamentals

**Implementation Description:** First implemented sophomore portfolio review in 2009-2010 No portfolio review implemented in 2010-2011 Portfolio review planned to be implemented at the senior portfolio level in spring 2012

**Responsible Person/Group:** Program Coordinator should confirm that student understand that

actual samples are required for CAD. ID 210 instructor should assist in returning assignments for sophomore portfolio review. Instructors in ID 238 and ID 240 should implement additional sketching assignments. A rubric will be distributed to the seniors indicating the items that should be included for review in their portfolios.

### **Evaluation of target measures**

Due to a decrease in enrollment numbers, our current target percentages will be evaluated to make sure they are achievable. In some cases, if more than one student fails to meet the target, the measure is not met. In addition, since the Interior Design Program has moved from a 7pt scale to a 10 point grading scale, some of the measures for earning a "C" will be modified from 77% to 70%.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Finished  
**Priority:** High

### **Internship Survey Target Modifications**

Revise target percentages from 85% to 75% in the 2012-2013 plan to better reflect the decrease in enrollment numbers.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Finished  
**Priority:** High

**Projected Completion Date:** 09/29/2013

### **New Measure for 2012-2013 Assessment Plan**

Additional measures will be added to the 2012-2013 Assessment plan to measure identified weaknesses in estimating and ideation sketching. In addition new measures will be added that will assess student's ability to orally present their research topic, ability to apply their knowledge of historic period design to a modern interior and their ability to evaluate the elements and principles of design to interior design.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

#### **Relationships (Measure | Outcome/Objective):**

**Measure:** Cost Estimating | **Outcome/Objective:** Professional Design Knowledge

### **Professionalism**

Student scores on the professionalism assignment have continued to fall below expectation in the areas of time management, reliability and service over this two-year cycle. Reliability scores are determined by the students' ability to stay on schedule with their projects by meeting weekly deadlines as well as arriving to class on time and class attendance. Time management scores are determined by the students' ability to log their project time weekly and keep a steady pace without excessive overtime at the end of the project. The students' service scores are based on documentation of their participation in extracurricular activities such as their involvement in professional organizations and community service.

To encourage improvement in student professionalism, time records will be reviewed weekly and students that are not keeping up will be required to meet with the instructor to discuss ways to

manage their time more accurately. Students that have missed more than 2 interim deadlines will be required to meet with the instructor to develop a plan of action to meet the remaining deadlines. To improve service, the student organizations will provide more opportunities for students to participated in fundraising and community service activities.

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Professionalism Assignment | **Outcome/Objective:** Professional Values

**Responsible Person/Group:** Faculty of record for ID 439 and 440

### Sketching

Senior portfolios did not show adequate evidence of student ideation drawings during this two-year cycle. More opportunities to generate quick 3D sketches will be provided and assessed in all studio classes. A new measure will be added to the 2012-2013 assessment plan in which student enrolled in ID 238 will be assessed on their ability to sketch quick design solutions. Seniors enrolled in ID 440 will be required to keep a sketching journal and will be required to incorporate those sketches into their senior portfolio.

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** High

**Projected Completion Date:** 09/29/2013

### Analysis Questions and Analysis Answers

#### **What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**

The program surveyed the seniors following an eight-week internship in spring/summer 2013 and found that 100% of graduates felt prepared for an entry-level position with an interior design firm. The internship host/mentors completed a survey of the student's overall performance, knowledge of job, client interaction, dependability, initiative and attitude indicating similar results that graduates were well prepared to enter the profession. The mentor survey results indicated that 88% of the mentors felt our students were "above average to excellent" in overall job performance. Overall job performance includes showing good judgement, creativity, expressing thoughts clearly, quantity of work done and quality of work completed. 100% of the mentors reported the quality of work completed was "above average to excellent". Students have shown growth in their ability to work with Building Information Modeling (BIM) and continue to improve in digital rendering. Eighty-nine percent (8/9) students enrolled in ID 442 Interior Design Internship scored "above average to excellent" on the mentor survey in the category of job knowledge that reflects skills in material selections, preparing floor plans, writing specifications, rendering, developing presentation boards, design terminology and trade. The remaining students scored average in this category. In addition, 100% (20/20) of the internship mentors rated the interns' attitude as "above average to excellent". Students continue to show strength in being accountable for their actions and creating realistic semester goals. This year, both the juniors and seniors were more active in community service activities, while the juniors showed significant improvements in time management. The 2013 senior cohort compiled more comprehensive senior portfolios than previous years.

## **What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**

As in the past years, time management continues to be a weakness for many of our students. The Interior Design Program will continue to monitor our students' time management ability by tracking their work during weekly progress checks and making sure other project deadlines are not occurring simultaneously. The junior cohort showed a significant improvement from the senior cohort with at least 50% of the class completing their final project a full day ahead of schedule. However, there were significant issues with the sophomore cohort in which 62% (5/8) of students enrolled in ID 240 Interior Design II were not able to complete 100% of their final project by the due date. As these sophomores continue to progress in the curriculum, it will be imperative they work more efficiently both during and outside of their class time. The faculty have observed a drop in the amount of time the sophomore cohort is willing to work outside of class. The program expects at minimum, 2 hours outside the classroom for every hour in class. Since studio classes meet 6 hours per week, students should plan to work a minimum of 12 hours on their own time in order to complete their design projects.

While the senior portfolios showed improvement from last year, there were still some weaknesses identified. These weaknesses were mostly found in the "Design Fundamentals" and the "Non-verbal Communication" categories. Student portfolios did not show adequate evidence of historic design application, sustainable design and conceptual sketching. While it is known that students have completed assignments in these areas, they did not include them as evidence in their senior portfolio. The instructor of record in ID 438 Portfolio Development will stress the importance of including evidence for all items in the grading rubric. In addition, there will be more sketching opportunities in ID 238 Visual Presentation Techniques during the fall of 2013.

The last identified area of weakness is the students' ability to accurately estimate material finish quantities. 24% (5/21) of students enrolled in ID 242 Interior Materials and Installation Methods did not earn a 70/100 on the estimating exam. In addition, 54% (6/11) graduates felt they were average to below average in estimating flooring, wall-coverings and window treatments on the exit survey following their 8-week internship experience. The program will provide more experience in estimating in ID 242 as well as in other design studio classes. In addition, local design professionals have volunteered to help students when estimating materials for their projects.

## **Annual Report Section Responses**

### **Program Summary**

During 2012-2013 academic year, the Interior Design Program developed a minor that was approved by Academic Council and will begin accepting minors in the fall of 2013. Faculty members, Claire Hamilton and Miranda Grieder collaborated with Sandeep Langar in Building Construction Technology on a non-funded proposal to develop the Center for Advancement in Research and Education in Sustainable Design through the Ray C. Anderson Foundation. Grieder and Langar attended the Green Build Conference in San Francisco, and Hamilton attended the Design for Aging Conference and the Kitchen and Bath Industry Show, both in New Orleans. Hamilton participated in the NKBA Educator's Forum as required every three years to maintain accreditation with the National Kitchen and Bath Association. Grieder presented at FIU Design Symposium on the topic "Designing for Well-Being in Domestic Violence Shelters". Rose presented at the National Interior Design Educator's Council (IDEC) Conference while adjunct instructor, Suzanne Lindsey presented her thesis at the regional IDEC conference in Lafayette, LA. Adjunct instructor, Suzanna Boney taught ID 333 Interior Textiles during the spring mini-session. This is the first time in over 15 years this class has been offered to our students.

The Interior Design Program conducted a successful faculty search with 13 applicants of which 6 were phone interviews and 3 brought to campus. Nancy Bounds was the successful candidate chosen for the assistant professor position to replace Michelle Rose, who was not awarded tenure. Miranda Grieder resigned her position as visiting assistant professor in July 2013 to complete her architectural and interior design licenses and to pursue work in the sustainable design industry.

The program hosted a National Council for Interior Design Qualifications (NCIDQ) practicum prep workshop in the fall of 2012 and also hosted a Sketchup Workshop in the spring of 2013. Students participated in the American Society of Interior Designers (ASID) Regional Career Day and the following students won awards: 1st Place Hospitality: Caroline McCall; 2nd Place Portfolio: Caroline McCall; Honorable Mention Commercial Design: Caroline McCall; Honorable Mention Portfolio: Sarah Babin; 1st Place Hand Rendering: Elizabeth Curtis; 2nd Place Beginning Studio: Elizabeth Curtis; Honorable Mention Beginning Studio: Jamie Jelinski.

### **Continuous Improvement Initiatives/Additional Action Plans**

The program will be taking several steps to address program improvement initiatives in 2013-2014. Last year, we began focusing on enrollment concerns and will continue to focus on recruitment. While the upper level cohorts are small, we are seeing a significant increase in the sophomore and freshman cohorts from previous years. In addition, we have been marketing our new minor and should continue to see an increase in those numbers. New faculty member, Nancy Bounds, along with Claire Hamilton will visit several high schools in Louisiana during the fall of 2013 to promote our program in the Metairie and New Orleans area. The program began making minor improvements to their facility last year, and will continue to make improvements in 2013-14. One major goal is to create a BIM computer lab in the old drafting studio. By seeking monetary donations from alumni and supporters as well as collaborating with area office furniture vendors, we hope to outfit the student lounge and BIM labs in the near future with state of the art equipment and furnishings.

### **Closing the Loop/Action Plan Tracking**

A review of the previously formulated action plans has been completed, and the program has found that some actions were successfully completed while others need to continue to be tracked. Several action plans were completed and one inactive plan was moved back to active. A summary of our review follows:

- 1) The Mock NCIDQ exam has been modified from inactive to planned. With our 2013 graduates scheduled to take the new Interior Design Fundamentals Exam (IDFX) in the spring, the program has made the development of a mock IDFX exam a high priority for spring 2014. Passage of the IDFX exam the first year outside of school will soon become the new norm for this profession. It is imperative our students pass this exam to be competitive in the industry.
- 2) The transition from a sophomore portfolio review to a senior portfolio has been successful. However, we are finding that students are not including their foundation work in their exit portfolios resulting a less than desirable scores in the foundation category. A detailed rubric along with stressing that students not discard their lower level work should help improve scores. In addition, ID 238 Design Presentation Media has been modified to include more opportunities for conceptual sketching.
- 3) The evaluation of target measures and grading scales was implemented in 2012-13 as well as modifying the target from 85% to 75% on the internship mentor surveys. These modifications were implemented due to lower than normal enrollment numbers as well as to reflect the change in grading scale from a 7 point scale to a 10 point scale. These action plans have been completed.
- 4) New measures that were previously planned last year are now in progress. These measures focus on a students' ability to estimate materials, plan around a historic time period, present a cultural design research topic and evaluate elements and principles of design used in an interior setting. These new measures were added to assess the new minor in interior design.
- 5) The action plan regarding professionalism will continue to be assessed and has moved from



planned to in-progress. Students will continue to document their time in and outside of class in order to prepare for the real world in which their time is often billed by the hour or charged against the job profit. Students will be required to make decisions more quickly and stay on course by completing tasks in a timely manner. Faculty will work closely to see that project deadlines do not conflict between classes so students can successfully complete their work. By implementing these action plans, the Interior Design Program anticipates continued improvements in 1) Professional Values, 2) Design Communication and 3) Professional Design Knowledge.