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.

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 Documents
- Mentor Evaluation
- Mentor Survey Results - 2012

Target:
85% 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 (2011-2012) - Target: Not Met
Fall 2011: ID 442 Internship not offered
Spring 2012: ID 442 Internship not offered
Summer 2012: N=10 80% (8/10) scored a total mean score of 3.8/5 or higher in the category of 1) Professional Design Knowledge.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Internship Mentor Survey Modifications
Established in Cycle: 2011-2012
The target percentages for the Internship Mentor Evaluation will be revised from 85% to 75% in the 2012-2013 plan to better refl...
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 (2011-2012) - Target: Met
Total responses: N= 13 92% (12/13) of graduating seniors agreed or strongly agreed that they felt prepared for an entry-level job.

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 Documents
- Senior Portfolio Rubric
- Senior Portfolio Findings - 2012

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 (2011-2012) - Target: Met
Fall 2011: Senior Portfolio not submitted
Spring 2012: N=11 91% (10/11) of senior portfolios scored at least a 17.5/25 (70%) in 1) professional design knowledge (materials selection, codes, specifications and accessibility).

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
Target:
85% 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 (2011-2012) - Target: Met
Fall 2011: ID 442 not offered
Spring 2012: ID 442 not offered
Summer 2012: N=10 90% (9/10) earned a total mean score of 3.8/5 or higher in 2) Computer Knowledge.

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 77/100 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 (2011-2012) - Target: Met
Fall 2011: N=8 88% (7/8) of student scored at least a 77/100 on the 1) Portfolio component using photo editing/graphic software; 100% (8/8) scored at least a 77/100 on the 2) resume component using word processing software; 88% (7/8) scored at least a 77/100 on the 3) website component using publishing software.

Spring 2012: Course not offered.

M 4: Digital Drawing/Drafting Proficiency
Students enrolled in ID 210/ID 311, Visual Literacy I and II 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 77/100 on a project using computer aided design software. 80% of student enrolled in ID 311 Visual Literacy II will score at least a 77/100 on a project using 3D modeling/BIM software.

Findings (2011-2012) - Target: Met
Fall 2011: N= 13 92% (12/13) of students enrolled in ID 311 Advanced Visual Literacy in Interior Design scored at least 77/100 on a project using 3D modeling/BIM software.
Spring 2012: N=12 92% (11/12) of students enrolled in ID 210 Visual Literacy in Interior Design scored at least 77/100 on a project using computer aided design 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 Documents
- Senior Portfolio Rubric
- Senior Portfolio Findings - 2012

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 (2011-2012) - Target: Met
Fall 2011: Senior Portfolio not submitted
Spring 2012: N=11 91% (10/11) of senior portfolios scored at least a 17.5/25 (70%) in 2) computer competency (ie: digital drafting, rendering and photo editing software).

SLO 3: Design Fundamentals
Graduates will have a foundation in the fundamentals of art and design, theories of design, green design 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 Documents
- Mentor Evaluation
- Mentor Survey Results - 2012

Target:
85% 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 (2011-2012) - Target: Not Met
Fall 2011: ID 442 Internship not offered
Spring 2012: ID 442 Internship not offered
Summer 2012: N=10 80% (8/10) earned a total mean score of 3.8/5 or higher in 3) Design fundamentals

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Internship Mentor Survey Modifications
Established in Cycle: 2011-2012
The target percentages for the Internship Mentor Evaluation will be revised from 85% to 75% in the 2012-2013 plan to better refl...

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 Documents
• Senior Portfolio Rubric
• Senior Portfolio Findings - 2012

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 (2011-2012) - Target: Met
Fall 2011: Senior Portfolio not submitted
Spring 2012: N=11 82% (9/11) of senior portfolios scored at least a 17.5/25 (70%) in 3) design fundamentals (ie: elements and principles of design, design theory, green design and human behavior).

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 Documents
• Mentor Evaluation
• Mentor Survey Results - 2012

Target:
85% 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 (2011-2012) - Target: Met
Fall 2011: ID 442 Internship not offered
Spring 2012: ID 442 Internship no offered
Summer 2012: N=10 90% (9/10) earned a total mean score of 3.8/5 in a) client interaction, b) dependability, and c) initiative. 100% (10/10) earned a total mean score of 3.8/5 in d) attitude.

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:
85% of students enrolled in ID 441 Professional Practices and Procedures will score a 77/100 or better on an exam/assignment designed to measure their understanding of the concept of professional ethics.

Findings (2011-2012) - Target: Met
Fall 2011: Course not offered
Spring 2012: N=29 100% (29/29) of students enrolled in ID 441 Professional Practices and Procedures scored at least 77/100 on an exam/assignment designed to measure their understanding of the concept of professional ethics.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Ethics
Established in Cycle: 2009-2010
2009-2010: Student's understanding of ethics which is measured in ID 441 Professional Practices and Procedures was almost met w...

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)

Connected Document
- Professionalism Assignment Findings - 2012

Target:
80% of students will earn a 79/100 on a semester long project documenting 1) Time Management: minimum score 16/20, 2) Reliability: minimum score 16/20, 3) Accountability: minimum score 16/20, 4) Self-Motivation: minimum score 8/10 and 5) Professional Service: minimum score 23/30.

Findings (2011-2012) - Target: Partially Met
Fall 2011: N=14 64% (9/14) of students enrolled in ID 440, Contract Design II earned a 79 or higher on the professionalism project. 71% (10/14) scored a 16/20 in time management; 57% (8/14) earned a 16/20 in reliability; 100% (14/14) earned a 16/20 in accountability; 93% (13/14) earned an 8/10 in self-motivation and 71% (10/14) earned a 23/30 in service.

Spring 2012: N=10 100% (10/10) of students enrolled in ID 439, Contract Design I earned a 79 or higher on the professionalism project. 80% (8/10) earned a 16/20 in time management; 70% (7/10) earned a 16/20 in reliability; 100% (10/10) earned a 16/20 in accountability; 100% (10/10) earned an 8/10 in self-motivation and 90% (9/10) earned a 23/30 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 77/100 on the verbal and nonverbal presentation component

Findings (2011-2012) - Target: Met
Fall 2011: N=8 100% (8/8) scored at least a 77/100 on the presentation component.

M 4: Digital Drawing/Drafting Proficiency
Students enrolled in ID 210/ID 311, Visual Literacy I and II 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 77/100 on a project using computer aided design software. 80% of student enrolled in ID 311 Visual Literacy II will score at least a 77/100 on a project using 3D modeling/BIM software.

Findings (2011-2012) - Target: Met
Fall 2011: N= 13 92% (12/13) of students enrolled in ID 311 Advanced Visual Literacy in Interior Design scored at least 77/100 on a project using 3D modeling/BIM software.
Spring 2012: N=12 92% (11/12) of students enrolled in ID 210 Visual Literacy in Interior Design scored at least 77/100 on a project using computer aided design 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 nonverbal communication

Source of Evidence: Portfolio, showing skill development or best work
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 (2011-2012) - Target: Not Met
Fall 2011: Senior Portfolio not submitted
Spring 2012: N=11 55% (6/11) of senior portfolios scored at least a 17.5/25 (70%) in 4) non-verbal communication (ie: drafting, sketching, rendering and visual presentation).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Sketching
Established in Cycle: 2011-2012
Senior portfolios did not show adequate evidence of student ideation drawings during this two-year cycle. More opportunities to...

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

Ethics
2009-2010: Student’s understanding of ethics which is measured in ID 441 Professional Practices and Procedures was almost met with 84% of students meeting expectation. Overall, the performance shows improvement from the previous year. A new ethics assignment will be implemented during the next class offering in the spring of 2012.
2010-2011: ID 441 was not offered. The ethics component will be measured next during spring 2012.
2011-2012: Spring 2012: 100% (29/29) of students enrolled in ID 441 scored 70% or higher on the ethics project. Student understanding of ethics has improved and now met.

Established in Cycle: 2009-2010
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Examination Ethics Questions | Outcome/Objective: Professional Values

Implementation Description: ID 441 is offered every other year. The program will assess this plan during spring 2012.
Projected Completion Date: 05/15/2012
Responsible Person/Group: Instructor of record for ID 441.

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: In-Progress
Priority: High
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 reevaluated 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 to a 10 point grading scale from a 7 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: Planned
Priority: High
Projected Completion Date: 10/30/2012

Internship Mentor Survey Modifications
The target percentages for the Internship Mentor Evaluation will be revised from 85% to 75% in the 2012-2013 plan to better reflect the decrease in enrollment numbers. The number of graduating seniors has been on the decline, from fifteen to twelve to ten students in 2012 making it more difficult to reach the current 85% target. In addition to this modification, students will be advised to have more than one evaluator on the survey. Several students received less than anticipated scores on their mentor evaluations due to having only one evaluator.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Internship Mentor Evaluation | Outcome/Objective: Design Fundamentals | Professional Design Knowledge

Projected Completion Date: 09/29/2014

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: Planned  
Priority: High  
Projected Completion Date: 09/30/2014

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 proficiently. 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 participate in fundraising and community service activities.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High  
Projected Completion Date: 09/30/2013

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 students enrolled in ID 238, Visual Communication in Interior Design will be assessed on their ability to sketch quick design solutions. In addition, seniors enrolled in ID 440 Contract Design II will be required to keep a sketching journal and will be required to incorporate those sketches into their ID 438 Senior Portfolio.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High  
Projected Completion Date: 09/30/2013

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 July 2012 and found that 92% 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 95% (22/23) of mentors felt our students were above average to excellent in overall job performance. Students continue to show strength in using various software programs for communicating with clients as well as software programs used for developing portfolios, resume’s and digital websites. 80% (8/10) students enrolled in ID 442 Interior Design Internship scored “above average to excellent” 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 names. The remaining 20% (2/10) scored average in this category. In addition, 100% (23/23) 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.

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

Juniors and seniors in the Interior Design Program showed an overall weakness in professional values, specifically in time management, reliability and community service. The senior cohort scored lower than the junior cohort in service and time management. Students continue to struggle with staying on track with project deadlines and tend to spend an excessive amount of overtime in the final days approaching the due date. Faculty members have been asked to pay closer attention to project deadlines in other studio classes to allow adequate time between project due dates. Due dates for the fall 2012 senior studios conflicted with one other and ultimately created time management issues that could have been avoided had deadlines of both studios been considered by the faculty. While the juniors met the minimum expectation for service, the seniors fell short of being involved in their student organizations and volunteerism. More service and professional networking opportunities will be implemented in fall 2012 to help improve professionalism scores for the senior cohort. Because the sophomore portfolios were falling short on adequate content to fully evaluate design knowledge, computer competency, design fundamentals and design communication, the program began to evaluate the senior portfolios in spring 2012. These portfolios fell short in the area of sketching/ideation drawings. More opportunities for ideation drawings and sketching will be required in studio courses and students enrolled in ID 438 Portfolio Presentation will be more closely monitored to make sure they include these drawings in their portfolio. 45% of students omitted these drawings in their portfolio. Areas that were not assessed in this plan but identified as weaknesses in the exit surveys by both mentors and graduating seniors included estimating and working within budgets. New measure will be implemented in the 2012-2013 plan to address these weaknesses.

**Annual Report Section Responses**

**Program Summary**

The Interior Design Program continued to support interior design legislative efforts by attending the Interior Design Legislative Day at the state capitol in March 2012. In order to promote the July 2012 Interior Design State Certification process, the program sponsored a two-and-a-half day workshop in April, 2012 to encourage graduates and other area designers to start preparing for the National Council for Interior Design Qualifications (NCIDQ) exam in order to register with the state. A Sketchup workshop was also hosted in the spring for area professionals and design students. Faculty member, Michelle Rose presented two national presentations, one at the Interior Design Educator’s Council (IDEC) Conference in Baltimore, MD and one at the National Kitchen and Bath (NKBA) Educators Forum in Chicago, IL. In addition, Rose passed several certifications to include: Certified Aging in Place (CAPS), Certified Bath Educator (CBE) and Certified Kitchen Educator (CKE). She also was selected to become a site-visitor for the NKBA accreditation process. Visiting Assistant Professor, Miranda Grieder co-authored an article, "Applying Environmental Psychology in the Design of Domestic Violence Shelters," with Dr. Amy Chanmugam (Univ. of Texas at San Antonio) for the *Journal of Aggression, Maltreatment & Trauma*. She also co-taught the British Studies course titled, "London Inside Out," during the month of July in London, England with geography professor, David Cochran. The last time the ID program offered British Studies was in the summer of 2001.

The program had a successful group of student winners at the American Society of Interior Designers (ASID) Regional Design Conference to include:

- **Fall 2011:** Meredith Lesher: 1st Place Senior Portfolio; Meredith Lesher: 1st Place Hospitality Design; Katrina
Rutledge: 2nd Place Commercial Design; Jordan Randall: 1st Place Beginning Studio; Katrina Rutledge: Honorable Mention Beginning Studio; Mallory Hill: 2nd Place Hand Rendering; Katrina Rutledge: 1st Place Residential Design

Spring 2012 (only 1 student attended the conference) Katrina Rutledge: 2nd Place Commercial Design; Katrina Rutledge: 2nd Senior Portfolio

The Interior Design Program worked closely with Holmes Community College to establish a 2+2 plan beginning fall 2012. In addition, the program officially merged the Interior Design Advisory Board with the Architectural Engineering Technology Advisory Board and opened the Interior Design Development Fund #2048. In spring 2012, the faculty began developing a new minor in Interior Design to be approved in the fall of 2012 and accepting students in the fall of 2013.

Continuous Improvement Initiatives

The program will be taking several steps to address program improvement initiatives in 2012-2013. In regards to enrollment concerns, the program will place emphasis on improving recruitment by updating the website, creating new promotional literature and participating in more high school recruitment events. The development of a new minor in Interior Design will help improve student credit hour generation and possibly encourage some students to change their major to Interior Design. The program will actively seek alumni donations for its new Interior Design Development Fund to help offset the costs of some minor improvements to the Kate Hubbard House. In addition, the program will seek grant funding to set up the Center for Advancement in Research and Education in Sustainability (CARES) to be housed at the Kate Hubbard House. This center will provide students, faculty and the surrounding community with the resources to make sustainable decisions when designing or building green facilities.

Closing the Loop

A review of the previously formulated action plans has been completed, and the program has found that some actions were successful while others were outdated, needing to be revamped or terminated. A summary our results and findings follows:

1) The Mock NCIDQ exam (also referred to as the comprehensive exam) has been placed on hold until more information regarding the changes to the professional exam are better understood. The new professional exam will be administered in spring 2013. Faculty in the program have participated in a two-and-a-half day workshop to better understand the new exam and will be incorporating similar exercises into their course assignments. The NCIDQ has decided to allow recent graduates the opportunity to take the multiple choice (MC) exams upon graduation rather than requiring the two-year waiting period as previously mandated. With this change, it is most important that the program prepare students for the MC exams by developing practice exams. The program anticipates offering the MC exam in the 2013-14 academic year.

2) To improve student understanding of professional values, specifically professional ethics, the program developed an action plan to test ethics in ID 441 Professional Practices and Procedures. Previous findings showed that 84% were scoring 77% or higher. The latest finding showed that 100% of students scored a 77% or higher on the ethics component.

3) The sophomore portfolio review has been discontinued as an assessment method due to the fact that many students were not able to enroll in the four ART foundation courses prior to progressing into the junior level studio classes, thus their portfolios were falling short of meeting expectations due to lack of examples. Instead, the senior portfolios are being used to assess student learning. A rubric was distributed to the seniors in the fall of 2011 that listed the required skill sets to include in the portfolio. Students met all the measures with the exception of design communication, in particular, sketching/ideation drawings. A new measure will be added for the next cycle that will specifically address sketching. In addition, more opportunities for sketching will be required in all studio courses.

4) In regard to the Student Learning Objective: Professional Values, the juniors and seniors continue to struggle with time management and reliability. Students enrolled in Contract Design I and II 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 with their plan of action in order to complete tasks in a timely manner. Faculty will work more closely between studio courses to eliminate deadline conflicts that are interfering with student success. The faculty will also confront students that are falling behind in their time management sooner in the project to help them get back on track.
5) The next assessment cycle will be revamped to include additional measures in SLO 1: Professional Design Knowledge, SLO 3: Design Fundamentals, and SLO 5: Design Communication. In addition, target percentages will be reassessed to reflect the lower enrollments numbers as well as the recently modified grading scale. By implementing these changes, we anticipate improvements in program weaknesses, specifically in professional values and design communication.