The University of Southern Mississippi

Detailed Assessment Report
As of: 3/31/2015 11:04 AM CDT
2013-2014 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
- Internship Mentor Survey

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 (2013-2014) - Target: Met
Fall 2013: Course not offered
Spring 2014: N=1 100% (1/1) students scored a 3.8/5 on the mentor survey in 1) professional design knowledge (professional knowledge includes building codes, material selection, specifications, accessibility standards and estimating.)
Summer 2014: N = 3 100% (3/3) students scored a 3.8/5 on the mentor survey in 1) professional design knowledge (professional knowledge includes building codes, material selection, specifications, accessibility standards and estimating.)

Connected Document
- Mentor Scores for Spring and Summer 2014 Interns

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**
- 2014 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 (2013-2014) - Target: Met**
- **Fall 2013:** Survey not administered
- **Spring 2014:** Survey not administered
- **Summer 2014:** N = 7 85% (6/7) 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 (2013-2014) - Target: Met**
- **Fall 2013:** N = 7 85% (6/7) 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.)
- **Spring 2014:** Course not offered

**Connected Document**
- 2014 Portfolio Findings - Summary

**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 (2013-2014) - Target: Not Reported This Cycle**
- **Fall 2013:** Course Not Offered
- **Spring 2014:** Course Not Offered
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

• Internship Mentor Survey

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 (2013-2014) - Target: Met

Fall 2013: Course not offered
Spring 2014: N=1 100% (1/1) students scored a 3.8/5 on the mentor survey in 2) computer knowledge (to include 2D digital drafting programs, word processing, spread sheets, slide shows and 3D drawing and rendering programs.
Summer 2014: N = 3 100% (3/3) students scored a 3.8/5 on the mentor survey in 2) computer knowledge (to include 2D digital drafting programs, word processing, spread sheets, slide shows and 3D drawing and rendering programs.

Connected Document

• Mentor Scores for Spring and Summer 2014 Interns

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 (2013-2014) - Target: Met

Fall 2013: N = 10
100% (10/10) students scored at least a 70/100 on 1) portfolio component using photo editing/graphic software; 100% (10/10) on the resume component using word processing software; 100% (10/10) on the website component using publishing software.

Spring 2014: 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 70/100 on a project using computer aided design software. 80% of student enrolled in ID 311 Visual Literacy II will score at least a 70/100 on a project using 3D modeling/BIM software.

**Findings (2013-2014) - Target: Met**

**Fall 2013 (ID 210) Visual Literacy** N = 15
100% (15/15) of students enrolled in ID 210 scored 70% (210/300 points) or higher on Project 2 using computer aided design (AutoCAD) software.

**Spring 2014 (ID 311) Advanced Visual Literacy** N = 15
100% (15/15) of students enrolled in ID 311 scored 70% (280/400 points) 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 (2013-2014) - Target: Met**

**Spring 2014: N = 7**
100% (7/7) 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**
- 2014 Portfolio Findings - Summary

**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**
- *Internship Mentor Survey*

**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 (2013-2014) - Target: Met**
- **Fall 2013:** Course not offered
- **Spring 2014:** N=1 100% (1/1) students scored a 3.8/5 on the mentor survey in 3) Design fundamentals (including elements and principles of design, design theory, green/sustainable design and human behavior.)
- **Summer 2014:** N = 3 100% (3/3) students scored a 3.8/5 on the mentor survey in 3) Design fundamentals (including elements and principles of design, design theory, green/sustainable design and human behavior.)

**Connected Document**
- *Mentor Scores for Spring and Summer 2014 Interns*

**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 (2013-2014) - Target: Met**
- **Spring 2014** N = 7
100% (7/7) 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**
- *2014 Portfolio Findings - Summary*
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 (2013-2014) - Target: Met**
Fall 2013: N=21
85% (18/21) of students enrolled in ID 140 Interior Design I scored a minimum of 140/200 (70%) or higher on the Design Notebook Assignment

NOTE: The total enrollment for ID 140 was 24. Three of these students stopped attending and did not complete this assignment. The N (number) shown in this finding represents the number of students that completed the 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 (2013-2014) - Target: Met**
Fall 2013: Course not offered
Spring 2014 N = 30 93% (27/29) scored a 70/100 on the Historic Research Project accurately identifying knowledge of a specific time period.

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**
- Internship Mentor Survey
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 (2013-2014) - Target: Met
Fall 2013: Course not offered
Spring 2014: N=1 100% (1/1) students scored a 3.8/5 on the mentor survey in 4) professional values in the areas of a) client interaction b) dependability c) initiative and d) attitude.
Summer 2014: N = 3 100% (3/3) students scored a 3.8/5 on the mentor survey in 4) professional values in the areas of a) client interaction b) dependability c) initiative and d) attitude.

Connected Document
• Mentor Scores for Spring and Summer 2014 Interns

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 (2013-2014) - Target: Met
Fall 2013: Course not offered
Spring 2014 N = 15 86% (13/15) scored a 70% or better on an examination measuring student understanding of professional ethics.

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 Documents
• 2013-14 Professionalism Assignment Findings
• Professionalism Assignment Spring 2014

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.

Connected Document
• 2013-14 Professionalism Assignment Findings

Findings (2013-2014) - Target: Met
Fall 2013: N=8 ID 440 Contract Design II (Senior Cohort)
87% (7/8) of students enrolled in ID 440, Contract Design II earned a 70/100 or higher on the professionalism project. 87% (7/8) scored a 14/20 in time management; 87% (7/8) earned a 14/20 in reliability; 100% (8/8) earned a 14/20 in accountability; 87% (7/8) earned a 7/10 in self-motivation and 87% (7/8) earned a 21/30 in service.
Spring 2014: N=6 ID 439 Contract Design I (Junior Cohort)
100% (6/6) of students enrolled in ID 439, Contract Design I earned a 70 or higher on the professionalism project. 100% (6/6) scored a 14/20 in time management; 83% (5/6) earned a 14/20 in reliability; 100% (6/6) earned a 14/20 in accountability; 83% (5/6) earned an 7/10 in self-motivation and 83% (5/6) earned a 21/30 in service.

Connected Document
• 2013-14 Professionalism Assignment Findings

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 (2013-2014) - Target: Met
Fall 2013: N = 10
100% (10/10) students enrolled in ID 242 Portfolio Presentation scored at least a 70/100 on the verbal and non verbal presentation component.

Spring 2013: 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 70/100 on a project using computer aided design software. 80% of student enrolled in ID 311 Visual Literacy II will score at least a 70/100 on a project using 3D modeling/BIM software.

Findings (2013-2014) - Target: Met
Fall 2013 (ID 210) Visual Literacy N = 15
100% (15/15) of students enrolled in ID 210 scored 70% (210/300 points) or higher on Project 2 using computer aided design (AutoCAD) software.

Spring 2014 (ID 311) Advanced Visual Literacy N = 15
100% (15/15) of students enrolled in ID 311 scored 70% (280/400 points) 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 (2013-2014) - Target: Not Met**
- Spring 2014: N = 7
  4/7 (57%) 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**
- 2014 Portfolio Findings - Summary

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

**Portfolio Supplement**
- Established in Cycle: 2013-2014
  Student enrolled in ID 438 Portfolio Presentation have not been including adequate examples of sketching and drafting skill sets...

**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 (2013-2014) - Target: Met**
- Fall 2013: N= 24
  87% (21/24) 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 2014:** 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 (2013-2014) - Target: Met**

**Fall 2013: N = 16**
100% (16/16) students enrolled in ID 238 Visual Communication in Interior Design scored a minimum of 70/100 on a 3D sketching assignment.

**Spring 2014: Course not offered.**

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

**O/O 6: Increase Student Success (Retention and Graduation)**

The Interior Design Program will monitor student enrollment, retention and graduation rates and actively work to increase these numbers each year.

**Related Measures:**

**M 13: Retention / Graduation Efforts**

The Interior Design Program faculty will be actively involved in student retention and graduation rates through reporting "Not Attending" rosters, utilizing the Early Alert system, and taking an active role in each students' success.

Source of Evidence: Administrative measure - other

**Target:**
70% of eligible students from the spring semester will continue their enrollment in the Interior Design Program during fall semester. Note: Students not eligible to continue enrollment will include spring graduates.

**Findings (2013-2014) - Target: Met**

**Spring 2013:** N = 27 (number of students eligible to enroll in the fall)
**Fall 2013:** N = 22 (number of returning students from the spring semester)
81% of eligible students from the spring semester continued their enrollment in the Interior Design Program during the fall semester.

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

**IDFX Exam (Interior Design Fundamentals Exam)**

Beginning in the spring of 2014, recent graduates became eligible to take the Interior Design Fundamentals Exam (IDFX) section of the National Council for Interior Design Qualifications (NCIDQ) three part exam. Study materials are currently being sought for the new IDFX and our faculty plan to develop a similar exam to administer during the spring of 2015.

**Established in Cycle:** 2007-2008
**Implementation Status:** Planned
**Priority:** High

**Projected Completion Date:** 05/07/2015
**Responsible Person/Group:** Program Coordinator and the Instructor of record for the ID-490, Advanced Application of Design Theory

**Ideation Sketching**
While the new measure for ID 238 Sketching was met, the program continues to see inadequate evidence of ideation sketching in the upper level studios. Juniors and seniors will be required to use sketching during the schematic phases of their projects and the point value for the sketching component will be increased in ID 439 and ID 440 Contract Design I and II.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High  
**Projected Completion Date:** 05/08/2015  
**Responsible Person/Group:** ID 430 and 440 Instructor

**Professionalism - Time Management**

Even though student scores on the professionalism assignment were met in all areas this year, the program will continue to monitor time management by reviewing weekly time logs. 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.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High  
**Projected Completion Date:** 05/08/2015

**Portfolio Supplement**

Student enrolled in ID 438 Portfolio Presentation have not been including adequate examples of sketching and drafting skill sets in their senior portfolio. Many this past year did not include any samples to evaluate. It is believed that our students may be omitting these skill sets because they are told that their portfolio will be judged by a potential employer by its weakest component, and sketching and drafting are truly a weakness. Therefore, beginning fall 2014, students will be asked to submit a supplemental sample of these skills as a separate document to allow faculty to better evaluate this measure.

**Established in Cycle:** 2013-2014  
**Implementation Status:** In-Progress  
**Priority:** High  
**Projected Completion Date:** 05/08/2015

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

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**Projected Completion Date:** 12/12/2014  
**Responsible Person/Group:** Instructor of record for ID 438

**Analysis Questions and Analysis Answers**

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

This past year, we saw significant improvements in our students level of professionalism (SLO 4: Professional Values - M6 Professionalism Assignment) at the junior and senior levels. With smaller than typical cohort sizes this past year (seven students in the senior cohort and five in the junior cohort) we have seen more engagement in and out of the classroom and an increase in their overall comradery to work together. Students set realistic goals, improved in reliability and time management and became very involved in professional service with their student organization. It was also evident that students grew professionally following the completion of their summer internships. Historically, our program did not allow juniors to intern, but since opening the internship course to juniors, we have seen a major shift in attitudes upon their return the following semester.
The internship mentor survey results were strong reflecting that professionals were happy with our student performance. Following a 320-hour internship in the spring and summer, the internship host/mentors completed a survey of our juniors and seniors overall performance and professional values to include: a) client interaction b) dependability c) initiative and d) attitude. The results indicate that our students were well prepared to enter the profession. The survey results indicated that 100% of the mentors felt our students were "above average to excellent" in overall job performance as. Overall job performance includes showing good judgement, creativity, expressing thoughts clearly, quantity of work done and quality of work completed. In addition, 100% of the mentors reported the quality of work completed was "above average to excellent". 100% (4/4) 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. In addition, 100% of the internship mentors rated the interns' attitude as "above average to excellent".

Another strength that became obvious this past year was for SLO 2: Computer Competency - M4: Digital Drawing/Drafting Proficiency. Student work has shown growth in their ability to work with Building Information Modeling (BIM) software by developing more comprehensive sets of interior working drawings in ID 311 BIM for Interior Design and ID 339 Interior Design III. There have been improvements in student ability to digitally render with Revit and Photoshop in ID 320 Design Presentation Media and ID 340 Residential Design I.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
One area of continued weakness for our program is the students' ability to produce 3D ideation sketches throughout the course of their curriculum. While students at the sophomore level met expectation for SLO5: Design Communication M12: 3D sketching, the upper level students did not appear to utilize this skill to develop their designs conceptually (M7 Senior Portfolio Review). Seniors did not provide adequate examples in their portfolios this past year to evaluate this measure. For next year, students will be required to provide a supplement to their portfolio showing more examples of 3D ideation sketches. In addition, the rubric point value for ideation sketching will be increased in the junior and senior level studios which should encourage students to put more time into the development of their concept sketches.

While we saw improvements in time management for SLO 4: Professional Values - M6 Professionalism Assignment from last year, the program is still seeing a tendency for some students to fall behind in meeting project deadlines. Students are required to submit interim progress checks to help them stay on track. We continue to encourage 2 hours of outside homework for every hour they are in class, but we find they are not following this guide based on the time logs they submit. We also observe that students are easily distracted and do not understand work efficiency. Many students get distracted during studio with social conversations. Faculty will continue to stress the concept of “time is money” and try to maintain a classroom decorum that is similar to a professional work environment.

Annual Report Section Responses

Program Summary
The Interior Design Program had a positive year with signs of enrollment growth in the sophomore cohort and an 81% retention rate from spring 2013 to fall 2013. We are continuing to see signs of enrollment growth for the next academic year as well as higher academic abilities than in the past. New faculty joined our program strengthening our technology capabilities and a new director for the School of Construction was hired in the spring bringing an overall excitement and positive outlook for the future. Our students have become more engaged in our program as well as their student organization, winning "Most Outstanding ASID Student Chapter" in Mississippi, Arkansas and Louisiana.

Other highlights from this past year include:

- Hosted the American Society of Interior Designers (ASID) Regional Career Day for the 8 schools in our three state region. Students entered their student projects into the competition and won 6 awards. One of our
students was interview by the ASID board members and selected to serve as the next ASID Student Rep to the Board for 2014-2015.

- The program faculty worked cohesively to renovate the Kate Hubbard House and received approximately $25,000 in donations for improvements. Hundreds of volunteer hours were donated by faculty, students and spouses to make this renovation the largest, most comprehensive renovation in for our building in 24 years.

- Job placement was strong this past year with 75% of our seniors finding employment before they graduated.

- Faculty worked on design projects for the university campus to include the Moffitt Health Clinic and the renovation of the Sam Woods Collection at McCain Library.

- Seniors in our ID 490 Capstone course presented their design proposals to administrators at Forrest General Hospital for a renovation of the 4th floor Telemetry wing.

- Seniors traveled to Atlanta for ID 342 Residential Design II to experience the Atlanta Decorative Arts Center and also the Merchandise Mart.

**Continuous Improvement Initiatives**

The Interior Design Program met the following initiatives planned during the 2013-14 academic year:

1. Increased program enrollment by 13% from fall 2013 to fall 2014.
2. Achieved an 81% retention rate from spring 2013 to fall 2013.
3. Actively participated in recruitment events and developed a new recruitment brochure.
4. Created a Social Media presence to promote our program.
5. Introduced the new Interior Design minor with our first minor graduating in December 2014.
6. Renovated the Kate Hubbard House to help with recruitment.

The Interior Design Program will target the following initiatives for the 2014-15 academic year.

1. Continue to focus on recruitment and retention for the next academic year. The program seeks a 5% annual growth in enrollment for AY 2014-15. This initiative will be achieved by working closely with the School of Construction to develop a comprehensive brochure for the school, participate in recruitment events and utilize the power of social media.
2. Actively seek funding for additional scholarships for our students.
3. Build relationships with architectural firms in the New Orleans and Baton Rouge markets to offer more internships and job opportunities. We are seeing more students joining our program from this region.
4. Offer educational opportunities to professional designers in Building Information Modeling (BIM) as well as continuing to offer preparatory courses for the professional licensing exam.
5. Provide opportunities for students to compete in more regional and national competitions.
6. Evaluate the need for more specialized courses in our curriculum such as a healthcare interior design and theory of human factors.
7. Increase collaborative efforts with the Architectural Engineering Technology program to provide interdisciplinary collaborative student projects in preparation for our 2017 CIDA accreditation review.

**Closing the Loop**

A review of the previous action plans from 2012-13 has been completed with the following results being reported:

1. The development of an IDFX style "comprehensive" exam continues to be planned for spring 2015. No actions were taken this past year because this exam was too new for our industry. The program requires additional time to collect example study materials and practice exams in order to prepare a similar exam to administer to our seniors. It is imperative that our students prepare for this exam to be competitive in the industry, and the program hopes to have its first draft ready for the spring 2015 senior class.
2. The action plan regarding student professionalism showed major improvement with all targets being met for the first time; however, the program has decided to continue to monitor this area for the next year, mainly to concentrate on the students’ time management skills.

3. Even though Measure 12 (implemented during the 2012-13 academic year for sketching) is being met, the program continues to see insufficient evidence of student sketching abilities at the upper level. Senior portfolios have not been documenting this skill-set. To remedy this deficiency, juniors and seniors will be required to produce more sketching and the point value on the rubric will be elevated in ID 439 Contract Design I and ID 440 Contract Design II.

4. In addition, a sketching supplement will be required for ID 438 Portfolio Presentation to allow students an opportunity to produce evidence of their sketching abilities. Many students omitted this skill-set from their senior portfolio as they perceived it as a weakness and didn't want their portfolio to be viewed negatively by potential employers. By allowing a supplement, the sketching skill set can be more accurately evaluated than in past years when no evidence was submitted.

By implementing these action plans, the Interior Design Program anticipates continued improvements in 1) SLO1: Professional Design Knowledge, 2) SLO4: Professional Values and 3) SLO5: Design Communication.