

Annual Progress Report on Assessment of Student Learning Accredited Programs (Undergraduate) (Rev 10/08)

Academic year: 2007-08

Department/Program: Apparel, Textiles, and Interior Design/Interior Design

Degree program(s): Bachelor of Science in Interior Design

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Summary of the 2007-2008 Annual Progress Report on Assessment of Student Learning

The Interior Design program faculty continually assess student learning outcomes for the Council for Interior Design Accreditation (CIDA) and National Association of Schools of Art and Design (NASAD) accreditation standards. This report summarizes the efforts in the 2007-2008 academic year to assess student learning in the studio courses and through the exit interview with graduating students.

Link to department web site where degree program student learning outcomes (SLOs), Alignment Matrix, and 2007-2008 APR Summary are posted

<http://www.humec.k-state.edu/documents/atid/slo-id-bs.pdf>

Alignment Matrix for degree program is attached or was previously submitted

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1. Describe how the degree program SLOs that are assessed for accreditation are inclusive of the university undergraduate SLOs (knowledge, communication, critical thinking, diversity, academic and professional integrity):
The Council for Interior Design Accreditation (CIDA) recently published revised standards. (See manual at <http://www.accredit-id.org/accredmanual.pdf>). These Professional Standards (2009) include 16 Standards with multiple indicators for each standard. Thirteen of the CIDA Professional Standards (2009) are related to student learning. In our comprehensive assessment efforts we work with a large chart that shows the correlation between every ID course and all indicators under each standard (there are 79 indicators related to teaching and learning). This comprehensive chart is more detailed than is needed for university purposes. Therefore, I have created and attached a simple chart that provides a visual method of communicating the intersections of KSU and CIDA SLOs as they relate to Interior Design program courses.

2. What assessment measures were used?
The description herein is based on one portion of the assessment process used to evaluate the ID program and curriculum in the 2007/2008 academic year. On an on-going basis we collect documentation of student learning in all ID courses and archive the documentation for the next re-accreditation visit. The documentation we collect includes evidence of what

is taught, examples of student work that demonstrates the outcomes, and rubrics assessing the learning outcomes. This documentation of student learning is found in examinations, quizzes, writing assignments, projects, etc.

Following are descriptions of two aspects of program assessment in the 2007/2008 academic year.

- The ID faculty met two times to assess student learning outcomes, as evidenced by a comprehensive review of studio project work. The faculty met in December 2007 to review all fall semester studios (ID 225, ID325, ID 425, and ID 545). The faculty met in May 2008 to review all spring semester studios (ID245, ID 345, ID 445, ID 645). For both the December and May meeting, a written summary of outcomes was prepared and remains available to faculty for reference on a shared departmental network drive.
- On May 6, 2008 the graduating fourth-year students met with Professors Anderson and Dudek for an exit interview. A report summarizing the comments made by students is maintained on a shared network drive for all ID faculty to reference. The graduating students provide insights that are used by faculty to assess overall program strengths and weaknesses.

3. What was learned from the assessment results? See answer to Qu. 3, 4, and 5 below.
4. What actions were taken in response to the assessment results? See answer to Qu. 3, 4, and 5 below.
5. What were the outcomes of those actions? See answer to Qu. 3, 4, and 5 below.

A. Following is a studio-by-studio brief summary of the studio teaching and learning assessment results, responses to these assessment results, and outcomes if known at this time.

Fall 2007 Studios

ID 225: The students did very well overall. Their 1pt perspective skills were good and they could be expected to do well with continuation of skill development in that area in ID 245. We determined that for fall 2008 the time allowed for the first project needed to be extended and the point structure on some of the assignment rubrics needed to be adjusted. Outcomes not yet known.

ID 325: The students did too many projects and the outcomes were not consistent. The students did not learn the most important knowledge and skills expected of the course (graphic communication) and did some projects that were beyond their level of preparation in spatial design. In spring 2008 ID 345 faculty will do remediation in selection of material finishes, color rendering techniques, and how to develop a design concept. See description of ID 345 for outcomes.

ID 425: The students made great progress over the semester. They did very well with the timed exercises. All ID students need to be counseled to avoid doing SketchUp walk-throughs, unless they are highly skilled in doing them well. The students in this course would have been better off if they had spent their time building a small physical model of the space. This cohort will need assistance with code compliance in ID 445. See

description of ID 445 for outcomes.

ID 545: This studio focused primarily on team based projects and group work. The first project was the Justin Hall renovation. It was a great learning experience except for problems that arose because the students opted to use In-Design to prepare the materials but only two of the students were able to work effectively in the program. Next time such a project is developed they should use a software package that is easily understood by more students so the work and the presentation development can be shared widely. The Topeka Tower Building project demonstrated a significant outcome for each of the student design teams. Each use required that the students research and apply codes and regulations specific to that particular occupancy classification. Designs were effective, code compliant and presentation skills were strong at the written, graphic, and verbal levels as students presented their work to the client. In ID645 (Spring 2008) this group needs to have a very creative project mix that requires they work on complex projects independently. See ID 645 for outcomes.

Spring 2008 Studios

ID 245: This cohort is doing fairly well, but needs to be focused on developing competence in areas that are weak. In addition to the new knowledge and skills required in ID 325, second-year students in the 2008 fall semester should be required to achieve competency in the following:

- Following written and oral instructions with care and precision
- Constructed 1-point perspective
- Standard conventions in orthographic drawings
- Plan oblique
- Line quality and line weight in all drawing types
- Layout of boards/sheets
- Neatness and care/detail orientation
- Time-management skills
- Hand drawing skills—tonal value, contour drawing, analytical drawing, representing texture & depth.

These adjustments were made in planning ID 325, but we do not know the outcomes yet.

ID 345: This cohort of students came into the spring semester with a number of competency concerns. Progress was made in multiple areas: In particular, their drawing conventions improved, as did their aesthetic sensitivity. They also achieved a base-line competency in space planning. Their biggest weaknesses seem to be in self-discipline, graphic communication techniques, craft and concept development. ID425 (Studio 5) in fall 2008 should impose rigorous exercises at the beginning of the semester to address some of these concerns. A letter was sent to all students strongly encouraging them to spend time the summer completing exercises from various text books to improve their confidence in 1- and 2- point perspectives and color rendering. The outcomes of these adjustments will be discussed at the December 2008 assessment meeting.

ID 445: This course continues to be very strong. The students reached the desired level of competence in applying codes. Teamwork is a hallmark of this studio. Teams of four students work better than teams of three students. The four-member team will allow a larger project or more in depth set of documents than three-member teams. In the future we should require a detailed project budget. An issue with the team approach that should be addressed is the reluctance of the project designer to surrender ownership of the project through the construction documents phase. In most cases the project designer became the

default group leader. While the teams were able to produce good sets of documents the designer/leader of each team took the brunt of the workload and delegation responsibilities fell to them. As a solution and impetus to create a true team experience the design of the visitor's center in Studio 5 in fall 2008 will be done by teams of four students. The same student teams will then be responsible to produce contract documents for their design in Studio 6. We will not assess the full outcome of these changes until May 2009.

ID 645: Final project outcomes of ID Studio 8 demonstrated a strong set of comprehensive design skills from a majority of the students. As recommended from the Fall 2007 assessment, students in Studio 8 worked independently on more complex design projects that required a great deal of creativity and substantial amounts of time to develop the solutions. The 4th street project allowed each student to define the nature of the use of the space and demonstrate they could prepare a comprehensive solution to address a market or community need. Many of these final projects will be excellent examples of a capstone experience. This project may be repeated in the future due to the appropriateness of the scale and the relevance to the immediate community. The development and production of the final boards ended up being a problem due to the substantial costs. In the future, final project requirements will not encourage this level of expenditure. Other projects completed this semester included the cube project which was also very successful in encouraging more creative thought to the shape of space.

B. Following is a summary of the key areas addressed in the Exit Interview with graduates in May 2008.

Student comments fall into three broad categories: curriculum and courses; community culture; mentoring and preparation for the profession of interior design.

Curriculum and course comments included recognition of courses and content that were exceptional and content that we should consider adding. We always take these recommendations seriously and make adjustments if we find the recommendations have merit and when human and fiscal resources allow.

Community culture comments range from appreciation for the way faculty work together for the benefit of students to concerns about the relatively minor behavioral problems that occur in studios outside of class times. In general, graduating students always express an interest in the quality and professionalism of our students and in creating a positive community culture that perpetuates our strong academic program.

Graduating students always have good advice regarding the ways we mentor and advise students in preparation for entering the profession. They tend to recommend specific aspects of the job search/negotiations/acceptance process for which we could better prepare them. We recognize that we have a role in this preparation and address it in academic courses, advising, and mentoring.

| KSU SLOs | CIDA STANDARDS most related to KSU SLOs | ID COURSES in which KSU SLOs are Learned, and/or Measured | | | | | | | | |
|--|--|---|-------|-------|----------------------|----------------------|-------|-------|--|--|
| <p>Knowledge.</p> <p>Students will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across their choice of varied disciplines.</p> | <p>Standard 3 Human Behavior</p> <p>Standard 4 Design Process</p> <p>Standard 5 Collaboration</p> <p>Standard 6 Communication</p> <p>Standard 7 Professionalism and Business Practice</p> <p>Standard 8 History</p> <p>Standard 9 Space and Form</p> <p>Standard 10 Color and Light</p> <p>Standard 11 Furniture, Fixtures, Equipment, and Finish Materials</p> <p>Standard 12 Environmental Systems and Controls</p> <p>Standard 13 Interior Construction and Building Systems</p> <p>Standard 14 Regulations</p> | ID210 | ID410 | ID600 | | | | | | |
| | | ID225 | ID415 | ID630 | | | | | | |
| | | ID245 | ID425 | ID645 | | | | | | |
| | | ID310 | ID435 | ID650 | | | | | | |
| | | ID320 | ID440 | ID651 | | | | | | |
| | | ID325 | ID445 | ID660 | | | | | | |
| | | ID345 | ID530 | ID740 | | | | | | |
| | | ID360 | ID545 | ID760 | | | | | | |
| | | ID399 | ID599 | | | | | | | |
| <p>Critical Thinking.</p> <p>Students will demonstrate the ability to access and interpret information, respond and adapt to changing situations, make complex decisions, solve problems, and evaluate actions.</p> | <p>Standard 3 Human Behavior</p> <p>Standard 4 Design Process</p> <p>Standard 5 Collaboration</p> <p>Standard 14 Regulations</p> | ID210 | ID320 | ID415 | ID435 | ID545 | ID645 | ID740 | | |
| | | ID225 | ID325 | ID399 | ID440 | ID599 | ID650 | ID760 | | |
| | | ID245 | ID345 | ID410 | ID445 | ID600 | ID651 | | | |
| | | ID310 | ID360 | ID425 | ID530 | ID630 | ID660 | | | |
| <p>Communication.</p> <p>Students will demonstrate the ability to communicate clearly and effectively.</p> | <p>Standard 5 Collaboration</p> <p>Standard 6 Communication</p> <p>Standard 7 Professionalism and Business Practice</p> | ID210 | ID320 | ID399 | ID435 | ID545 | ID645 | ID740 | | |
| | | ID225 | ID325 | ID410 | ID440 | ID599 | ID650 | ID760 | | |
| | | ID245 | ID345 | ID415 | ID445 | ID600 | ID651 | | | |
| | | ID310 | ID360 | ID425 | ID530 | ID630 | ID660 | | | |
| <p>Diversity.</p> <p>Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.</p> | <p>Standard 2 Global Context for Design</p> <p>Standard 3 Human Behavior</p> | ID210 | ID399 | ID530 | ID630 (sometimes) | ID651 | | | | |
| | | ID310 | ID410 | ID545 | ID645 | ID740 (sometimes) | | | | |
| | | ID320 | ID435 | ID599 | ID650 | ID760 | | | | |
| | | ID360 | ID445 | ID600 | | | | | | |
| <p>Academic and Professional Integrity.</p> <p>Students will demonstrate awareness and understanding of the ethical standards of their academic discipline and/or profession.</p> | <p>Standard 2 Global Context for Design</p> <p>Standard 7 Professionalism and Business Practice</p> <p>Standard 14 Regulations</p> | ID210 | ID320 | ID399 | ID435 | ID545 | ID645 | ID740 | | |
| | | ID225 | ID325 | ID410 | ID440 | ID599 | ID650 | ID760 | | |
| | | ID245 | ID345 | ID415 | ID445 | ID600 | ID651 | | | |
| | | ID310 | ID360 | ID425 | ID530 | ID630 | ID660 | | | |