

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Interior Design Program
Academic Year of Report: 2020/21 (covering Summer 2019 through Spring 2021)
Date Submitted: 11/15/2021
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a. Mission Statement

Information is current; no changes required.

Update if not current:

b. Student Learning Outcomes

(please note the addition of certificate and associate credential learning outcomes)

Information is current; no changes required.

Update if not current:

c. Curriculum (please note, we are using Google Sheets for this section so that updates are easier to make)

Information is current; no changes required.

d. Program and Contact Information

Information is current; no changes required.

Update if not current:

Change address to:

Stewart Center – Davis Campus

Suite 332

2750 University Park Blvd.

Layton, Utah 84041

801. 395.3427

e. Assessment Plan

 x **Information is current; no changes required.**

f. Student Achievement

a. From 2016-17 through 2019-2020, this program averages a 44% completion within 2 years of 90CH.

b. Department initiatives: Transfer students coming into the program from local community colleges do not have a true 2+2 articulation because of accreditation standards and lack of rigor from the community college programs. Program course alignment is not up to par with the WSU interior design curriculum and accreditation standards. In addition, ID majors often opt to double major in interior design and Professional Sales and/or minor in Building Design and Construction which can extend their graduation time.

Evidence of Learning

There are varieties of ways in which departments can choose to show evidence of learning.

1) Course-based assessment

The following courses will be assessed in this report:

IDT 2020 --- Computer-Aided Drafting and Design

IDT 2035 --- Design Process

IDT 2050 --- Codes

Evidence of Learning Worksheets are attached.

2) General Education course assessment.

The following Creative Arts General Education course will be assessed in this report:

IDT 1010.

An Evidence of Learning traditional template using the General Education Learning Outcomes are attached.

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

Date of Program Review: ####	Recommendation	Progress Description
Recommendation 1	Text of recommendation	
		#### +2 progress
		#### +3 progress
		#### +4 progress
Recommendation 2	Text of recommendation	#### +1 progress
		#### +2 progress
		#### +3 progress
		#### +4 progress
Recommendation 3	Text of recommendation	#### +1 progress
		#### +2 progress
		#### +3 progress
		#### +4 progress
(add as needed)		

Additional narrative:

Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2018-18	2019-20	2020-21
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured		1	1
Full-time Non-Tenured (includes tenure-track)	2	1	1
Part-time and adjunct	2	3	3
With Master's Degrees			
Full-time Tenured		1	1
Full-time Non-Tenured	2	1	1
Part-time and adjunct	1	1	1
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-tenured			
Part-time and adjunct	2	2	2
Other ---- NCIDQ Prof. Certification			
Full-time Tenured		1	1
Full-time Non-tenured	2	1	1
Part-time		1	1
Total Headcount Faculty			
Full-time Tenured		1	1
Full-time Non-tenured	2	1	1
Part-time	2	3	3

Please respond to the following questions.

- 1) Review and comment on the trend of minority students enrolling in your classes (particularly lower-division, GEN Ed) and in your programs.

The program has a variety of students, particularly international students, who enroll and have majored in interior design. Likewise, the IDT 1010 Creative Arts general education course is a popular course which offers an average of 3 courses fall and spring semesters in both online and face to face formats with an average of 150 students each semester. An online course is also offered in summer. A variety of students from all majors, ethnicities and gender take the course.

We are an inclusive program. There are 2 Bachelor ID programs in the state of Utah. Unlike the competing program in the state, WSU's interior design program does not have a matriculation process. Anyone who is accepted to Weber can register for ID classes and begin.

- 2) What support (from enrollment services, advising, first-year transition office, access & diversity, etc.) do you need to help you recruit and retain students?

The program currently offers the IDT 1010 Creative Arts General Education course as a concurrent enrollment course in approximately 15 high schools in the Weber, Ogden and Davis School districts. This serves as a good recruiting tool for area high schools. In addition, the program recruits through various departmental activities and community engaged learning activities throughout the year.

- 3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

The current program assessment is beneficial because it supports our external accreditation method with the Council for Interior Design Accreditation (CIDA) in that it promotes continual self-study. In addition, CIDA requires retainment of original student work. Exhibits of student are available for review at any time for all courses in the curriculum.

- 4) Finally, we are supporting our Concurrent Enrollment accreditation process. Does your program offer concurrent enrollment classes? If so, have you been able to submit the information requested from the Concurrent Enrollment office? Staff from OIE will reach out to you in the next few months to assist in finalizing that data submission as well as gather information for concurrent Gen Ed assessment.

As mentioned in item 2 in the this section, the IDT 1010 Introduction to Interior Design Creative Arts General Education Course is offered as a concurrent enrollment General Education course in approximately 15 high schools in the Weber, Ogden and Davis School Districts.

We work closely with he Concurrent Enrollment Office and attend all meetings, trainings and site visits regularly.

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see <https://weber.edu/weberthrives/HIEE.html>