

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Department of Professional Sales/Interior Design Program
Academic Year of Report: 2014/15
Date Submitted: Nov. 16, 2015
Report author: Kristen Arnold

Contact Information:

Phone: 801.395.3423

Email: kristenarnold@weber.edu

A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

Information is current; no changes required.

Information is not current; updates below.

Update:

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed. If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

Measurable Learning Outcomes

Students will have completed courses and been given learning experiences that expose students to:

- 1) **Design theory and evidence based design.** Students are exposed to or will apply theory and research to design projects and problem solving.
- 2) **Professional Practice, Presentation and Sales Techniques.** Students will be exposed to ethics in professional practice and will utilize professional verbal and visual selling techniques to present interior design concepts.
- 3) **Design Process, Construction Drawings and Technical Skills.** Students apply the 5-phase design process and utilize technical skills in producing working construction drawings as part of course projects
- 4) **Health, Safety and Welfare, Sustainability, Accessibility.** Students will produce design solutions that are sustainable, protect health, safety and welfare, and provide accessibility to all occupants. Student work will feature specification of sustainable products and materials and concepts that adhere to standards, codes and ethical building practices.
- 5) **Culture, Diversity, Historical Precedent.** Students will be exposed to or will illustrate diversity through various design concepts that address diverse familial groups and cultures as well as historical precedent.



D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.

If the curriculum grid is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below

Curriculum Map

Core Courses in Department/Program	Department/Program Learning Outcomes							
	1) Design Theory, EBD	2) Prof. Practice, Presentation, Technical Sales	3) Design Process, Const. Drawings, Technical Skills	4) Health, Safety, Welfare, Sustainability, Accessibility	5) Culture, Diversity, Historical Precedent			
IDT 1010 Introduction to Interior Design	I				I			
IDT 1020 Presentation Techniques		E						
IDT 1050 Architectural Drafting			E					
IDT 2010 Sustainability I: Textiles and Soft Materials				E				
IDT 2020 Computer-Aided Drafting and Design			U					
IDT 2035 Design Process			U					
IDT 2040 Architectural Detailing			E					
IDT 2050 Codes				U				
IDT 2860 Practicum		E	E					
IDT 3000 Lighting Design	E		E	E				
IDT 3010 Historical Architecture and Interiors					U			
IDT 3020 American and Modern Architecture & Interiors					U			
IDT 3025 Professional Practice		U						
IDT 3030 Sustainability II: Hard Materials				U				
IDT 3040 Perspective Rendering		U						
IDT 3045 Residential Design			U	U	E			
IDT 3060 Kitchen & Bath Design			U	U	E			
IDT 3080 Advanced Interior Architectural Drafting & Design			U					

	Department/Program Learning Outcomes						
	1) Design Theory, EBD	2) Prof. Practice, Presentation, Technical Sales	3) Design Process, Const. Drawings, Technical Skills	4) Health, Safety, Welfare, Sustainability, Accessibility	5) Culture, Diversity, Historical Precedent		
Core Courses in Department/Program							
IDT 4010 Commercial Studio		E	U	U			
IDT 4020 Commercial Design	U		U	U	E		
IDT 4025 Senior Project: Programming & Development	U	U	U	U	U		
IDT 4030 Senior Project	U	U	U	U	U		
IDT 4010 Portfolio Design		U					
IDT 4860 Internship		U					

I = Introduced, E = Emphasized, U = Understanding

Additional Information (if needed)

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Information is current; no changes required.

Information is not current; updates below

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for 'acceptable performance' is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

- A. Evidence of Learning: Courses within the major.

See attached Evidence of Learning Worksheets

b. Evidence of Learning: High Impact or Service Learning

If you provide students with high impact or service learning opportunities briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

The IDT 4025 Senior Project: Programming & Research and IDT 4030 Senior Project courses both have the Community Engaged Learning (CEL) designation.

Assessment of impact on student learning follows the CEL Outcomes in regards to *Civic Knowledge*. A reflection piece pertaining to civic knowledge is incorporated into the curriculum.

c. Evidence of Learning: General Education Courses

(duplicate this page as needed or delete if department does not offer GE courses)

See attached EOL for IDT 1010 --- Creative Arts General Education courses.

G. Summary of Artifact Collection Procedure

All student work from the IDT program is retained each semester to comply with specialized accreditation requirements. Student artifacts are stored in the IDT department and are available for review at any time.

Information is current; no changes required.

Information is not current; updates below

Appendix A

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

University Program Review was conducted February 2014.

Specialized accreditation review (Council for Interior Design Accreditation) was conducted February 2015. Per accreditation report provided to WSU, all standards were met.

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	4
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	
Full-time Tenured	
Full-time Non-Tenured (includes tenure-track)	1
Part-time & adjunct	3
With Master's Degrees	
Full-time Tenured	
Full-time Non-Tenured	1
Part-time & adjunct	2
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time	1
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	
Full-time Tenured	
Full-time Non-tenured	1
Part-time	3

Please respond to the following questions.

- 1) Based on your program's assessment findings, what subsequent action will your program take?

Continued review of student work and assignments. In class review with students to ensure that thresholds for assignments/projects are met.

- 2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?