

Weber State University  
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Program of Interior Design, Department of Professional Sales, College of Engineering, Applied Science & Technology  
Academic Year of Report: 2016/17 (Summer 2016, Fall 2016, Spring 2017)  
Date Submitted: 1/15/2017  
Report author: Kristen Arnold

Contact Information: Kristen Arnold  
Phone: ext. 3423  
Email: kristenarnold@weber.edu

**A. Brief Introductory Statement:**

Please review the Introductory Statement and contact information for your department or academic program 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 or academic program 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.**

Update:

### **C. Student Learning Outcomes**

Please review the Student Learning Outcomes for your academic program 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.**

#### Updated Measurable Learning Outcomes

At the end of their study at WSU, students in this program will:

- 1) ...
- 2) ...
- 3) ...
- 4) ...
- 5) ...
- 6) etc.

**D. Curriculum**

Please review the Curriculum Grid for your department or academic program 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 Format

	Department/Program Learning Outcomes						
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Etc...		
Core Courses in Department/Program							

*Note<sup>a</sup>*: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed comprehensively; these are examples, departmental choice of letters/numbers may differ

*Note<sup>b</sup>*: Rows and columns should be transposed as required to meet the needs of each individual department

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 is 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.

Assessment plan:

Assessment as found on link provided above is current ----- Last updated 11/2016

**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 the attached Evidence of Learning Worksheets for the following per our assessment plan for year 1:**

IDT 1010 (Program outcomes are separate from CA outcomes)

IDT 1020

IDT 1050

IDT 2010

IDT 2020

b. Evidence of Learning: High Impact Practices (HIPs)

List the activities you have within your academic program that you consider to be high impact. For key elements of high impact practices, see: [Key Elements of High-Impact Practices](#).

The IDT 4025 Senior Project: Programming and 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

(Area-specific EOL grids can be found at [http://weber.edu/oie/Complete Rubrics.html](http://weber.edu/oie/Complete_Rubrics.html); they can replace this page.)

**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.

## 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.

Per our 2015-16 (corrected) evidence of learning checklist, all requirements 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 2016-17	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	
Full-time Tenured (incl. tenure-track)	1TT
Full-time Non-Tenured (instructor)	1
Part-time and adjunct	3
With Master's Degrees	
Full-time Tenured	1
Full-time Non-Tenured	1
Part-time and adjunct	1
With Bachelor's Degrees	
Full-time Tenured	1
Full-time Non-tenured	1
Part-time and adjunct	3
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	
Full-time Tenured	1
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?

The interior design program conducts a continuous self-study in order to meet program-specific accreditation requirements for the Council for Interior Design Accreditation. Because of this on-going self-study, we are able to monitor each semester the progress of student learning and whether or not thresholds are met.

- 2) We are interested in better understanding how departments/programs assess their graduating seniors or graduate students. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed. Finally, what were your findings from this past year's graduates?

Direct measures: Senior students complete a year-long capstone CEL project that applies all theories and skills learned in the 4-year program. The capstone project is assessed based on understanding of those skills.