

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Department of Construction & Building Sciences --- Interior Design Program
Academic Year of Report: 2018/19 (covering Summer 2017 through Spring 2019)
Date Submitted: November 15, 2019
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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.

Information is current; no changes required.

Update if not current:

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 the mission statement is current, please place an 'X' below.; If the information is not current, please provide an update:

Information is current; no changes required.

Update if not current:

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>. In particular, review in light of recent strategic reporting and indicate any needed updates. If the outcomes are current, mark below.

Information is current; no changes required.

Update if not current:

D-1. Curriculum

“A collection of courses is not a program. A curriculum has coherence, depth, and synthesis.”

(Linda Suskie; presentation at NWCCU Assessment Fellowship, June 19, 2019)

Please review the [Curriculum Grid](http://www.weber.edu/portfolio/departments.html) for your department or academic program displayed on the assessment site:
<http://www.weber.edu/portfolio/departments.html>.

NOTE: Per the University Curriculum changes of 2018, please change title of our program to Interior Design ---- ‘Interior Design Technology’ no longer exists.

Course prefix remains the same --- IDT.

No changes in curriculum or curriculum grid per website noted above with the exception of the following CLASS NUMBERS only:
IDT 3030 change to IDT 2060
IDT 3080 change to IDT 2080
IDT 3010 change to IDT 2820.

Indicate in the curriculum grid where graduating student performance is assessed for each program outcome. In the ‘additional information’ section, please provide information about these assessments (e.g., portfolios, presentations, projects, etc.) This information will be summarized at the college and institutional level for inclusion in our NWCCU reporting on student achievement.

Curriculum Map Format

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

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

Note^a: 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^b: Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (details about graduating student assessment):

D-2. High Impact Educational Experiences in the Curriculum

In response to the recent USHE requirement that all students have at least 1 HIEE in the first 30 credit hours and 1 HIEE in the major or minor we are asking programs to map HIEEs to curriculum using a traditional curriculum grid. This helps demonstrate how and where these goals are accomplished.

Courses	<u>Department/Program use of High Impact Educational Experiences</u>							
	<u>HIEE 1</u>	<u>HIEE 2</u>	<u>HIEE 3</u>	<u>HIEE 4</u>	<u>HIEE 5</u> <u>Senior</u> <u>Capstone</u>			
<u>IDT 2010 Sustainability I</u>	X							
<u>IDT 2040 Architectural Detailing</u>		X						
<u>IDT 2820 Historical Interiors and Architecture</u>			X					
<u>IDT 3045 Residential Design</u>				X				
<u>IDT 4025, 4030</u>					X			

HIEEs include capstone courses or experiences, community-engaged learning, evidence-based teaching practices, internships, project-based learning, study abroad/away, supplemental instruction, team-based learning, undergraduate research, pre-professional/career development experiences.

Additional information (HIEE planning, assessment, or other information):

Interior Design High Impact Educational Experiences include but are not limited to:

- Charitable Chair participation ---- working with non-profit. Curriculum includes accreditation standards and community service. Students participate up to 2 times during the undergraduate curriculum.
- Senior Capstone ---- two semester project in which graduating seniors work with non-profit.
- Evidence-based design projects --- implemented in various courses throughout the curriculum as they become available and best suit the curriculum of the course.

E. Assessment Plan

Please update the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html>. Keep in mind that reporting will be done biennially instead of annually; that should be reflected in your assessment plan. Please ensure that Gen Ed courses are assessed/reported at least twice during a standard program review cycle.

A complete plan will 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.), and plans for continuous improvement.

Assessment plan: Interior Design

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Interior Design (IDT)	1020	2020	2060	2990	3020	4010
	1050	2035	2080	3000	3045	4025/30
	2010	2050	2820	3025	3060	4040
Gen Ed (CA)	1010	1010	1010	1010	1010	1010

NOTE: Per the University Curriculum changes of 2018, please change title of our program to Interior Design ---- ‘Interior Design Technology’ no longer exists.

Course prefix remains unchanged ---- IDT

F. Report of assessment results for the most previous academic year: *Can be a mix of [direct](#) and [indirect](#) measures, but at least one measure must be direct

Evidence of Learning Worksheet: **Courses within the Major – Copy as needed (see appendix for alternative format)**

Course: **IDT 1020 Presentation Techniques**

Semester taught:

F, Sp

Sections included: Fall

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Learning Outcome 1: Design theory and evidence based design. Students are exposed to or will apply theory and research to design projects and problem solving.	Measure 1: --	Measure 1: --	Measure 1: --	Measure 1: --		
	Measure 2: --	Measure 2: --	Measure 2: --	Measure 2: --		
Learning Outcome 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.	Measure 1: Hard copy presentation	Measure 1: Direct: Students will complete a final project that encompasses rendering presentation, materials presentation, concept selling. The majority of students (70% of class) will earn a score of 84% or higher on the final project	Measure 1: Of 16 students, 85% earned a score of 84% or higher on the final project.	Measure 1: Threshold met		

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
	Measure 2: Oral presentations	Measure 2: Indirect: Oral presentation of digital project The majority of students (70% of class) will earn a score of 84% or higher on the oral presentation of digital project	Measure 2: Of 16 students, 82% earned a score of 84% or higher on the oral presentation of digital project.	Measure 2: Threshold met		

*Direct and indirect: at least one measure per objective must be a direct measure.

Course: **IDT 1020 Presentation Techniques**

Semester taught: F, Sp

Sections included: Fall

Evidence of Learning Courses within the Major						
Measurable Learning Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Close the Loop"
Students will...						
Learning Outcome 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	Measure 1 n/a	Measure 1	Measure 1:	Measure 1:	Measure 1:	
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:	
Learning Outcome 4: 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.	Measure 1: n/a	Measure 1:	Measure 1:	Measure 1:	Measure 1:	
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:	
Learning Outcome 5: 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	Measure 1: n/a/ n/a	Measure 1:	Measure 1:	Measure 1:	Measure 1:	
	Measure 2:	Measure 2:				

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*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).
It is proposed that these assessment results will be reviewed by the General Education Improvement & Assessment Committee, who will provide feedback on evidence of continuous improvement.

Additional narrative (optional – use as much space as needed):

Evidence of Learning Worksheet: **Courses within the Major – Copy as needed (see appendix for alternative format)**

Course: **IDT 1050 Architectural Drafting**

Semester taught:

F, Sp

Sections included: Fall

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Learning Outcome 1: Design theory and evidence based design. Students are exposed to or will apply theory and research to design projects and problem solving..	Measure 1: n/a	Measure 1: --	Measure 1: --	Measure 1: --		
	Measure 2:	Measure 2: --	Measure 2: --	Measure 2: --		
Learning Outcome 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.	Measure 1: n/a	Measure 1:	Measure 1:	Measure 1:		
	Measure 2:	Measure 2:	Measure 2:	Measure 2:		

*Direct and indirect: at least one measure per objective must be a direct measure.

Evidence of Learning Courses within the Major						
Measurable Learning Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Close the Loop"
Students will...						
Learning Outcome 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	Measure 1: Comprehensive final demonstrating basic hand drafting and AutoCad skills in the form of floorplans, details, reflected ceiling plans, and electrical plans	Measure 1 Weekly Exercises and exams	Measure 1: Of 24 students, 80% of students have met or exceeded the threshold of an 84% grade average of exams, exercises.	Measure 1: Threshold met	Measure 1:	
	(see above)	Measure 2: Comprehensive final project	Measure 2: Of 24 students, 90% of students have met or exceeded the threshold of an 84% grade average on the final project	Measure 2: Threshold met	Measure 2:	
Learning Outcome 4: 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.	Measure 1: n/a	Measure 1:	Measure 1:	Measure 1:	Measure 1:	
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:	
Learning Outcome 5: Historical Precedent.	Measure 1: n/a/	Measure 1:	Measure 1:	Measure 1:	Measure 1:	

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	n/a					
	Measure 2:	Measure 2:				

Evidence of Learning Worksheet: **Courses within the Major – Copy as needed (see appendix for alternative format)**

Course: **IDT 2010 Sustainability I: Soft Materials**

Semester taught: **Sp**

Sections included: **Spring**

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	“Closing the Loop”
Learning Outcome 1: Design theory and evidence based design. Students are exposed to or will apply theory and research to design projects and problem solving..	Measure 1: Design theory and research are combined when the students are required to complete an original rug design based on historical influences.	Measure 1: Direct measure: Rug project. The majority of student scores will indicate a grade of 84% or better on the Rug Project	Measure 1: Scores indicate that of 24 students, 85% received 84% or better	Measure 1: Threshold met	n/a	
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:	
Learning Outcome 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.	Measure 1: n/a	Measure 1:	Measure 1:	Measure 1:		
	Measure 2:	Measure 2:	Measure 2:	Measure 2:		

*Direct and indirect: at least one measure per objective must be a direct measure.

Course: **IDT 2010 Sustainability I: Soft Materials**

Semester taught: **Sp**

Sections included: **Spring**

Evidence of Learning Courses within the Major						
Measurable Learning Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Close the Loop"
Students will...						
Learning Outcome 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	n/a	Measure 1	Measure 1:	Measure 1:	Measure 1:	
		Measure 2:	Measure 2:	Measure 2:	Measure 2:	
Learning Outcome 4: 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.	Measure 1:	Measure 1:	Measure 1:	Measure 1:	Measure 1:	
	n/a					
	Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:	

Learning Outcome 5: 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	Measure 1: n/a/ n/a	Measure 1:	Measure 1:	Measure 1:	Measure 1:	
	Measure 2:	Measure 2:				

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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.)

Fall 2017, Spring 2018 One fall and one spring semester section from the online course are included in the data below Evidence of Learning: IDT 1010 --- Introduction to Interior Design, Creative Arts Gen Ed						
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Acceptable Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will have completed courses and been given learning experiences that expose students to: Goal 1: Creative Arts General Education Learning Outcome 1) Students will create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	Students will show learning outcomes through: Measure 1: Elements and Principles are addressed introducing the students to the fundamentals of design theory.	Direct* and Indirect Measures** Direct: Pre- and post-tests assess knowledge of elements and principles of design and color theory Direct: Elements and principles assignment explore understanding in elements and principles of design and color theory	Threshold 1: the majority (80%) of student test scores are expected to achieve a score of 70% or higher by the end of the semester. Threshold 2: The majority (80%) of student scores on elements/principles assignment are expected to achieve a	Fall: In pre-test scores, it was found that of 107 students, 10% scored an average of 70% or higher at the beginning of the semester. By the end of the semester, post-test scores revealed that of 91 students, 82% scored 70% or higher at the end of the semester. Spring: In pre-test scores, it was found that of 107 students, 10% scored an average of 70% or higher at the beginning of the semester. By the end of the semester, post-test scores revealed that of 91 students, 82% scored 70% or higher at the end of the semester. Fall: Of 91 students, 90% scored 70% or higher on the elements/principles assignment.	By the end of the semester, the threshold of 70% was achieved on end of semester testing. Threshold met	No action needed. No action needed.

			score of 70% or higher.	Spring:		
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<p>Goal 2: Creative Arts General Education Learning Outcome</p> <p>1) Students will demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.</p>	<p>Measure 1: : Pre- and post-tests assess knowledge of architectural styles, furniture styles, and time period and cultures of architectural/furniture styles.</p> <p>Measure 2: Students learn terminology used in the profession of interior design and the design process</p>	<p>Direct Measure 1 & 2: Pre- and post-tests assess knowledge of architectural styles, furniture styles, and time periods and cultures of architectural/furniture styles</p> <p>Pre- and post-test questions assess knowledge of terminology used in the profession of interior design and the design process</p>	<p>Threshold 1: Student test scores are expected to achieve a score of 70% or higher by the end of the semester.</p> <p>Threshold 2: Student test scores are expected to achieve a score of 70% or higher by the end of the semester.</p>	<p>Fall: In pre-test scores, it was found that of 52 students, 8% scored 70% or higher at the beginning of the semester.</p> <p>By the end of the semester, post-test scores revealed that of 38 students, 78% scored 70% or higher at the end of the semester.</p> <p>Spring: In pre-test scores, it was found that of 90 students, 13% scored 70% or higher at the beginning of the semester.</p> <p>By the end of the semester, post-test scores revealed that of 72 students, 74% scored 70% or higher at the end of the semester.</p>	<p>By the end of the semester, the threshold of the majority of students (70%) scored higher than 70% on test scores was achieved.</p> <p>By the end of the semester, the threshold of the majority of students (70%) scored higher than 70% on test scores was achieved.</p> <p>Threshold met</p>	<p>No action needed</p> <p>No action needed</p> <p>No action needed</p>
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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 acting upon.

Date of Program Review: ####	Recommendation	Progress Description
Recommendation 1	Text of recommendation	#### +1 progress
		#### +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	2017-18	2018-19
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)	1	1
Part-time and adjunct	3	3
With Master's Degrees		
Full-time Tenured	1	1
Full-time Non-Tenured	1	1
Part-time and adjunct	2	2
With Bachelor's Degrees		
Full-time Tenured	1	1
Full-time Non-tenured	1	1
Part-time and adjunct	3	3
Other		
Full-time Tenured		
Full-time Non-tenured		
Part-time		
Total Headcount Faculty		
Full-time Tenured	1	1
Full-time Non-tenured	1	1
Part-time	3	3

Please respond to the following questions.

- 1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:

- a. Any first-year students taking courses in your program(s).

Yes --- First year students are encouraged to take IDT 2990 Design Seminar which hosts the WSU Interior Design Student Chapter meeting the first week of each month. This helps the students stay informed of activities within the chapter as well as helps mentor and promote collaboration amongst all interior design majors. In addition, end of semester advisement is held prior to registration for the upcoming semester to help students stay on track.

- b. Students declared in your program(s), whether or not they are taking courses in your program(s)

Yes --- Students declare program early on and follow the grad map. All courses are required therefore design majors start with the course sequence immediately and progress from there.

- 2) A key component of sound assessment practice is the process of 'closing the loop' – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to 'close the loop'.

As part of our specialized accreditation with the Council for Interior Design Accreditation (CIDA), we are continually in self-study mode and adapt courses on an ongoing basis to ensure that we meet accreditation standards, etc. In the event that a course, objective doesn't meet the threshold set by the instructor, measures are taken immediately to ensure understanding.

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.