

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: **Interior Design**

Academic Year of Report: 2023 and 2024 (covering Summer 2022 through Spring 2024)

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[Glossary of Terms \(OIE Website\)](#)

The Institutional Effectiveness [website](#) hosts a page for each program that displays assessment reports and information. All available biennial assessment and program review reports are located at the bottom of the program's page on our site. As a part of the biennial report process, we ask that you **please review your page (link below) for completeness and accuracy and indicate below the updates that need to be made in sections A-E.**

Program page link: https://www.weber.edu/ie/Results/Interior_Design.html

A. Mission Statement

Is the Mission Statement current? Yes

B. Student Learning Outcomes

(Please include certificate and associate credential learning outcomes)

Are the Student Learning outcomes current? Yes

C. Curriculum Grid

Is the Curriculum Grid current? Yes as far as LO go — however, some edits — see below

IDT is now ID — prefix change as of AY 2024-25

Other than ID 1050, 2020, 2080, 3040 have had name changes — same course content but have had name changes in 2024-25

ID 1050 – Design Documentation, Visualization & Modeling I

ID 2020 – Design Documentation, Visualization & Modeling II

ID 2080 – Design Documentation, Visualization & Modeling III

ID 3040 — Rendering

D. Program and Contact Information

Is the Program and Contact Information current? Yes

E. Assessment Plan

Is the Assessment Plan current? Yes

The current Assessment Plan listed on the OIE website is current as we continue to closely align with the Council for Interior Design Accreditation standards which are aligned by class. Courses are sequentially numbered and self-study is continually ongoing by faculty ensuring that each course is meeting current standards. 2024 Standards were released in July and each course syllabus clearly states which standards are met in each class. Class assignments, projects, textbook, exam, etc. is all aligned with those standards. Standards are aligned with condensed Learning Objectives.

All course work — projects, assignments, Canvas courses, etc. are retained in both digital and hard copy format — for hard copy evidence for all courses for both CIDA and WSU archives.see interior design suite.

Exams are taken on Canvas and examination data, as well as all Canvas exams, are available electronically.

The course assessment plan indicated on the OIE website is accurate.

F. Student Achievement

Dashboard	Student achievement measure	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Course enrollment dashboard	DFWI in Gateway courses	44 (78.5)	87 (84.9%)	105 (80.1%)	92 (79.8%)	84 (77%)	TBD
Pgm Rvw/Grandation	Graduation — median hours to degree BS	162.5	158	159.5	171	158	TBD
Pgm Rvw/Pipeline ID Set Details	Fall to fall retention comparisons	49 (122%)	51(104%)	63 (123%)	61 (97%)	61 (100%)	TBD

DFWI in Gateway courses data: Courses compared here are ID 1020 Presentation Techniques and ID 1050 Design Documentation, Modeling and Visualization I — both freshman-level courses in the ID major. Given the rigor of the courses and subject matter, these percentages are reasonably good. However, there is always room for improvement.

Graduation — median hours to degree | BS: The years shown are indicative of the ID major that typically opts to minor (BDC, CM) or double-major (PS) taking slightly longer than the required 121 hours required for graduation.

Fall to fall retention comparisons: Comparison rates are good. Although they vary, they are at or above 100%.

G. Student Learning

General Education course assessment needs to continue to be reported at the course level using either the [traditional template](#) or a more [narrative-based format](#). See the [Checklist and Template](#) page for area-specific worksheets as well.

● **Evidence of Learning: General Education Courses – Creative Arts**

● **Course: IDT 1010 Introduction to Interior Design**

Semester taught: Fall 2023 Sections included: 26374

Evidence of Learning: General Education						
Gen Ed Outcome	Aligned, measurable outcome	Method of Measurement	Target Performance (recommend 70% of students will achieve 80% or higher)	Actual Performance	Interpretation of Findings	Action Plan/Use of Results – closing the loop
<p>Area Learning Outcome 1: (CA)</p> <p>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>Course outcome:</p> <p>Students will participate in a Health, Safety, Welfare (HSW) photo scavenger hunt and correctly identify 40/50 items listed in the scavenger hunt instructions using terminology and concepts pertaining to HSW.</p>	<p>Measure 1:</p> <p>Observation of students at scavenger hunt site</p>	<p>Measure 1:</p> <p>Student is participating, communicating, and showing active problem solving</p>	<p>Measure 1:</p> <p>When given a list of HSW items to find within a specific building all (30 out of 30) students present were actively searching, identifying, and problem solving with group members.</p>	<p>Measure 1:</p> <p>The in-person HSW scavenger hunt is an effective and engaging way for students to actively identify, define, and understand HSW, accessibility, building codes, and sustainability concepts.</p>	<p>During the HSW scavenger hunt student will identify HSW, sustainability, and code vocabulary. Students will then apply the results of their newly identified concept vocabulary when discussing how their mid-term mood board could be further developed into a functional space.</p>
		<p>Measure 2:</p> <p>Score on submission (compilation of images of the listed items submitted to canvas on time and in the correct format)</p>	<p>Measure 2:</p> <p>Majority of student submissions show a score of at least 85% correctly identified scavenger hunt list items in image format.</p>	<p>Measure 2:</p> <p>Students scored an average of 87% on this assignment.</p>	<p>Measure 2:</p> <p>Students are able to correctly organize, sort, and define HSW, accessibility, building codes, and sustainability concept images.</p>	
<p>Area Learning Outcome 2: (CA)</p> <p>Students will create works of art and/or increase their understanding of creative processes in writing, visual</p>	<p>Course outcome:</p> <p>Students will have four opportunities to present personal findings and creations to the class and will increase in</p>	<p>Measure 1:</p> <p>Digital and verbal presentation improvement from first to last presentation.</p>	<p>Measure 1:</p> <p>Student is participating in each presentation and is progressing in digital and verbal presentation skills from presentation to</p>	<p>Measure 1:</p> <p>Students' use of verbal and visual presentation techniques is improving over each presentation.</p>	<p>Measure 1:</p> <p>All students showed visible improvement in visual and digital presentation techniques across all presentations.</p>	<p>Student participation in the first three presentations will prepare them for the fourth and final presentation.</p>

arts, interactive entertainment, or performing arts.	confidence and clarity each time.		presentation.			
		Measure 2: Score on submission (Answer questions in deck format related to given presentation topic)	Measure 2: Majority of student presentations earn a score of at least 85% showing preparation and research	Measure 2: Students scored a combined average of 87.5% on these assignments.	Measure 2: Students are able to present their own ideas with professionalism in both verbal and visual formats in front of an audience.	

Assessment used in ID 1010: Quizzes, tests and applied projects for each unit of study. A final project is also given.

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: 2/7/2024	Recommendation	Progress Description
1.		
Develop a more cohesive strategic planning process	Strategically track graduates as per CIDA	Developed a senior survey to obtain information on
	recommendations and reach out to alum	seniors at the time of graduation to help track
	periodically	new grads
2.		
Program address the need of and hire a full-time	As of the date of this report, the program has gone	
tenure-track faculty	through the hiring process to hire a full-time tenure	
	track faculty member. Waiting on final HR paperwork.	
	Faculty should start spring semester 2025.	

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	2020-21	2021-22	2022-23	2023-24
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)				
Full-time Tenured				
Full-time Non-Tenured (includes tenure-track)				
Part-time and adjunct				
With Master's Degrees				
Full-time Tenured	1	1	1	1
Full-time Non-Tenured	1	–	–	-
Part-time and adjunct	–	1	1	3
With Bachelor's Degrees				
Full-time Tenured				
Full-time Non-tenured				
Part-time and adjunct	2	3	3	2
Other				
Full-time Tenured				
Full-time Non-tenured				
Part-time				
Total Headcount Faculty				
Full-time Tenured	1	1	1	1
Full-time Non-tenured	1	–	–	–
Part-time and adjunct	2	4	4	5

Appendix C

Please respond to the following questions.

Academic integrity is a hallmark of higher education, but one that is being challenged. As a first attempt to address the issue, we are collecting data from departments on common practices to protect academic integrity. How do you ensure that your students' work is a meaningful representation of their learning? We would like you to share your concerns and approaches to the three following academic integrity issues:

1. ID verification – ensuring that the individual completing work in your course is the individual registered for the course. What steps do your faculty take to ensure that the students receiving credit are the students doing and submitting the work?
 - WSU 2-step security protection system when signing on to Canvas to submit assignments
 - Syllabus disclosure stating University policy on cheating as a deterrent.
 - Program cheating policy stated in program policies and procedures on program website and in syllabus.
 - Instructors are very aware of individual student level of work and style. Should this drastically change to question legitimacy of student work, procedures are put in place to test ability to student to do work (skills tests, etc.)
2. Online test proctoring – the ability to provide secure testing for online courses, as well as many face-to-face and hybrid classes is currently dependent upon tools such as Proctorio. What concerns do you have about the use of tools such as Proctorio? What strategies have you put into place to ensure security of your testing?

Some courses such as ID 3000 still use secured testing centers for all testing.

Some courses opt for in-class exams such as ID 2050.

Tests taken on Canvas have required sign-in using WSU 2-step security protection system.

Proctorio is **not** used in other courses for those exams that are taken on Canvas from home. Also, all tests are timed to eliminate the opportunity for prolonged time with test material.

Most ID courses have applied skill projects in addition to tests to assess understanding so that there are multiple ways to test student knowledge of course material.

3. Artificial intelligence (AI) tools like ChatGPT pose significant challenges to academic integrity. These tools can generate high-quality written content, raising concerns about students using AI-generated work and passing it off as their own. This could enable new forms of cheating and plagiarism that undermine the principles of academic honesty. On the other hand there is potential for AI to positively impact and enhance the higher education experience for students. How is your department or program approaching AI broadly?

Syllabus disclosure statement.

Use all tools available on Canvas such as plagiarism detection and AI detection.

There are some assignments and exercises in which AI has been utilized as a resource — not to do the work — but as a research aide, etc.

Evidence of Learning Worksheet: Courses within the Major Course ID 2990: Design Seminar Semester taught: April 2024 Section included: 37132						
Program Learning Goal or Outcome	Aligned Measureable Learning Outcome	Method of Measurement	Target Performance of Threshold	Actual Performance	Interpretation of Findings	Action Plan/Use of Results and Closing of the Loop
Program Outline 1 Professional Practice, Presentation and Sales Techniques	Course Outcome Students will reflect on 3 Design presentations throughout the semester by design professionals	Measure 1 Rubric listing all requirements:	Measure 1 70% of students will earn a score of 85% or higher:	Measure 1: Of 31 students enrolled for credit (not audit), 82% earned a score of 85% or higher.	Threshold met	Students are encouraged to take this course once for credit during their tenure in the program; then are encouraged to repeat the course each semester for no-credit to gain exposure to networking opportunities with Design Professionals.
\	Course Outcome: Students will perform 6 hours of community service during the semester and reflect on their experience and record on GivePulse	Measure 2: Rubric listing all requirements.	Measure 2: 70% of students will earn a score of 85% or higher.	Measure 2: Of 31 students enrolled for credit (not audit), 100% earned a score of 85% or higher.	Threshold met	—

This is a Seminar course. Students take the course once for credit during their tenure in the program; then are encouraged to repeat the course each semester for no credit.

Evidence of Learning Worksheet: Courses within the Major

Course: ID 3000 Lighting Design **Semester taught:** Spring 2024 **Section included:** 22717

Program Learning Goal or Outcome	Aligned Measurable Learning Outcome	Method of Measurement*	Target Performance or threshold	Actual Performance	Interpretation of Findings	Action Plan/Use of Results and Closing the Loop
Program Outcome 1 Design Process, Construction Drawings & Technical Skills	Course Outcome Students will review lamp ratings prior to completing the final project	Measure 1: Project rubric listing all requirements for student project	Measure 1: The majority of students (80%) are expected to earn a score of 85% or higher	Measure 1: Of 18 students, 100% of students earned a score of 85% or higher	Measure 1: Threshold met	lamp ratings assignment will help specify lamps/luminaries in Design Process assignment and final
	Course Outcome: Student final project will include dp, construction drawings, lighting and switching, and electrical plan	Measure 2: Project rubric listing all requirements for student project	Measure 2: The majority of students (80%) are expected to earn a score of 85% or higher	Measure 2: Of 18 students, 88% earned a score of 85% or above.	Measure 2 Threshold met:	
Program Outcome 2 Health, Safety, Welfare, Sustainability, Accessibility	Course Outcome Students will study natural light and thermal variables as it pertains to interior environments	Measure 1: Project rubric listing all requirements for student project	Measure 1: The majority of students are expected to earn a score of 85% or higher	Measure 1: Of 18 students, 100% earned a score of 85% or above.	Measure 1 Threshold met. :	---
	:					

Program Outcome 3	Course Outcome	Measure 1	Measure 1:	Measure 1:	Measure 1:	---
Design Theory, EBD	Students will explore current lighting design research and reflect on how it's application affects design solutions	Project rubric listing all requirements for students project	/The majority of students (80%) are expected to earn a score of 85% or higher	of 18 students, 100% earned a score of 85% or above.	Threshold met.	

Assessment in this course: End of chapter exams, final project.

Evidence of Learning Worksheet: Courses within the Major

Course: ID 3025 Professional Practice

Semester taught: Fall 2023

Section included: 22745

Program Learning Outcome	Aligned, measurable outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results – closing the loop
Learning Outcome 1 Professional Practice, Presentation, and Sales Techniques	Course outcome: Students will create a Business Plan for their design firm as the course final project:	Measure 1 Project rubric listing all requirements for students project	Measure 1 The majority of students (70%) are expected to earn a score of 80% or higher	Measure 1: 90% earned a score of 80% or higher on the Business Plan project.	Measure 1: Threshold met	Chapter quiz prepared students for creating the Business Plan.... Business Plan and quiz performance reveals that that outcomes were met.
	Course outcome Lecture and readings on textbook Chapter 21 — Preparing the Business Plan	Measure 2: Chapter quiz	Measure 2: The majority of students (70%) are expected to earn a score of 80% or higher	Measure 2: 83% earned a score of 80% or higher on the chapter	Measure 2: Threshold met	
Learning Outcome 2 Culture, Diversity and Historical Precedent	Course outcome: Students will interview professional designers offering advice on business, professional practice, and career beginnings and reflect on their conversations, questions and overall interview	Measure 1: Project rubric listing all requirements for students project	Measure 1: The majority of students (70%) are expected to earn a score of 80% or higher	Measure 1: 95% earned a score of 80% or higher on the project.	Measure 1: Threshold met	—

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Assessment in this course: Chapter quizzes, applied projects, final project.

