

## STUDENT LEARNING ASSESSMENT REPORT

---

**PROGRAM:** Interior Design (M.A.)

**SUBMITTED BY:** Thea Scott-Fundling

**DATE:** 11/05/2017

**BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:**

### EXECUTIVE SUMMARY

**Program description from the Course Catalog:** Please copy and paste the current year's catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

The M. Wilhelmina Boldt Interior Design Program offers two tracks leading to a Master of Arts in interior design. The post-professional track is for those with an accredited undergraduate degree in interior design or architecture. The first professional track is for those with a baccalaureate degree not in interior design or architecture.

The graduate program abides by the Council for Interior Design Accreditation (CIDA) guidelines and standards. Upon successful completion of the interior design program, students will be able to

- articulate a global view and integrate considerations of social, cultural, economic, and ecological contexts in their work;
- demonstrate awareness of the role of interior designers in the design process and the value of integrated design practices and can effectively collaborate with multiple disciplines in developing design solutions;
- demonstrate an understanding of the fundamental principles and processes that define the profession of interior design and the value of interior design to society;
- apply knowledge of human experience and behavior to designing the built environment;
- employ all aspects of the design process to creatively solve a design problem;
- communicate effectively in both oral and written formats;
- apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems;
- apply elements and principles of design;
- use color effectively in communication and design work;
- develop design solutions that integrate furnishings, products, materials, and finishes;
- use effectively the principles of lighting, acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human well-being;
- demonstrate an understanding of interior construction and its interrelationship with base building construction and systems; and
- formulate designs that are in compliance with laws, codes, standards, and guidelines that impact human experience of interior spaces.

List all of the program's learning outcomes: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment
Students will be able to articulate a global view and integrate considerations of social, cultural, economic, and ecological contexts in their work		2016-17	2022-23
Students will be able to demonstrate awareness of the role of interior designers in the design process and the value of integrated design practices and can effectively collaborate with multiple disciplines in developing design solutions			2019-2020
Students will be able to demonstrate an understanding of the fundamental principles and processes that define the profession of interior design and the value of interior design to society			2019-2020
Students will be able to apply knowledge of human experience and behavior to designing the built environment.		2016-17	2022-23
Students will be able to employ all aspects of the design process to creatively solve a design problem.	2015-2016		2021-2022
Students will be able to communicate effectively in both oral and written formats.		2016-17	2022-2023
Students will be able to apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems.			2018-2019
Students will be able to apply elements and principles of design.			2019-2020
Students will be able to use color effectively in communication and design work.	2015-2016		2021-2022
Students will be able to develop design solutions that integrate furnishings, products, materials, and finishes.			2018-2019
Students will be able to use effectively the principles of lighting, acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human wellbeing.			2018-2019

Students will be able to demonstrate an understanding of interior construction and its interrelationship with base building construction and systems.	2015-2016		2021-2022
Students will be able to formulate designs that are in compliance with laws, codes, standards, and guidelines that impact human experience of interior spaces.	2015-2016		2021-2022

**Describe how the program’s outcomes support Marymount’s mission, strategic plan, and relevant school plan:**

The mission of the M. Wilhelmina Boldt Interior Design graduate programs is to prepare students for careers as creative, ethically responsible, and proficient interior design practitioners. The curriculum focuses on professionally directed coursework to develop interior designers with a commitment to critical thinking, lifelong learning, evidenced based design, and concern for the well-being of people and the environment. The First Professional MA program’s mission is to educate interior designers to work effectively within contemporary constraints in a changing society and profession and as professionals to formulate design concepts for a better human environment.

### **Educational Philosophy**

Interior Design graduate courses provide a broad understanding of human needs within the built environment as required for practice. They foster an interdisciplinary, creative, and ethically responsible approach to design to establish a foundation for lifelong learning. Coursework in the major integrates aesthetic theory, architectural principles, human-behavioral studies, digital technology, business practices, sustainable design, and evidenced-based design. In the classroom, the focus is on design knowledge and developing skills, with a comprehensive design process emphasizing development of programming and research that is inherently part of understanding human behavior and interior environmental needs. Students translate programming data and synthesize this information into articulate proposals for design solutions. This includes proficiencies that address client goals and needs, graphic and written communication, problem solving, critical thinking, synthesizing research into design decisions, ethics, and social responsibility. The creative design process integrates digital technologies with three dimensional studies in model building, freehand drawing, sketching, rendering, and multiple modes of articulating design concepts with effective design communication.

**Provide a brief description of the assessment process used including strengths, challenges and planned improvements and provide evidence of the existence of a culture of continuous improvement based on assessment:**

The MA program conducted a self-study process in preparation of review by our outside accreditation agency CIDA. The self study provided an overview of the curriculum, course content, student learning, and community satisfaction for

assessment. Data collected showed how well the department is meeting its educational goals and the CIDA standards. The process also identified those educational goals and learning outcomes that the department regards as important. The self-study process revealed programmatic strengths and areas for improvement. Improvements to the curriculum to better meet the recently revised CIDA standards were discussed and faculty were allowed to modify assignments in the Spring 2017 and Fall 2017 semesters for better alliance with CIDA standards.

The self-study showed that the department is meeting its educational goals and CIDA standards. The mission of creating entry-level interior designers who can formulate effective design solutions that meet user needs and who are intellectually curious and competent in interior design practice, inquiry, and research is being met. Learning outcomes are covered throughout the curriculum. A strong design process is central to the educational method within the department and is addressed in all studio and elective courses and evaluated in all thesis work.

The following program strengths are gauged across the past three-years of student work:

- Strong development in the quality of the thesis evidenced based design projects;
- Strong growth in student ability to synthesize and integrate research findings into the design process;
- Strong development in student self-awareness and application of visual communication skills including manual and digital representation methods
- Curriculum structure and progressive sequence of coursework builds student competencies
- Faculty and adjuncts bring a wealth of viewpoints and breadth of knowledge and inter-disciplinary experience to the classroom;
- Class sizes, especially in the interior design studios, permit collaboration and exchange of ideas, which helps unleash creativity and promotes active learning;
- The university's location brings a cornucopia of practitioners, learning experiences, locations for field trips, and class exercises;
- High job placement statistics and passing rates of the NCIDQ support our mission to prepare students for careers as creative, ethically responsible, proficient interior design practitioners.

Weaknesses were identified in review of the curriculum and student outcomes during the self-study processes. Students seem to have difficulty in translating knowledge from previous courses into subsequent design studios. For example, low levels of understanding for user functional needs, programmatic analysis, and identification of building

codes that are taught in the curriculum is seen in Thesis semesters. The graduate program revision of 2014 focused on improved preparation for the evidence-based design thesis but removed a research methods class as a requirement. It was intended to incorporate research methods in each graduate studio. Research methods are introduced in ID 500 instead of the no-longer required ID 620. Subsequent studios explore behavioral mapping and case studies and thesis students use an evidence-based design approach in gathering pertinent evidence through literature reviews and data analysis. Students struggle with research methods in their thesis. The program is assessing revision of the curriculum to bring back a required research methods class and strengthen students' understanding for common Interior Design research methods.

Many of the program strengths were identified as a result from the 2014 curricular revisions. In these revisions, we clarified the first year experience and the leveling (foundation) courses and studio sequence. This incorporated adding courses to support design thinking, research, and preparation for practice. We also attribute program strengths to recent facility improvements including a new technology studio in Gailhac Hall room 1003 and in 2013 the faculty offices were consolidated onto a shared floor with interior design studio space.

A weakness has been identified in curriculum focusing on evidenced based design but lacking a designated course in research methods. Also there may be gaps resulting from accreditation changes made in the 2017 CIDA Standards. Faculty are actively implementing changes to assignments' objectives to comply with these new CIDA standards.

- The articulate a *global context*, and apply knowledge of human experience and behavior ,SLA's were assessed in ID699. ID699 Thesis II is Evidenced Based Design studio where students research and develop individual design projects based on evidence collected and analyzed in ID698 Thesis I. Student projects are self-identified, researched, and developed under faculty supervision. Project practice areas often include healthcare, education, hospitality, institutional projects.
- There were two sections of ID 699 taught during the assessment year.
- Interior design faculty assessed the Evidenced Based Design Thesis project completed by each enrolled student. Data is aggregated across all sections to assess student learning outcomes defined by the Interior Design program.
- Students that completed ID 699 during the assessment year were provided an exit survey where they were asked to self-report their competence in the three SLAs.
- No students completed this survey.

Assessment strengths include sampling of student work in the capstone course ID699 to determine student learning and application at the completion of the program. Because the program's learning outcomes should be evident in thesis studio, the assessment process has the potential to indicate student achievement across the program.

Assessment challenges include:

- CIDA modified the accreditation standards effective January 2016. The ID curriculum was design in support of the 2014 CIDA standards. Significant changes in the CIDA standards are not fully evident in the teaching objectives throughout the curriculum. These will be address after our reaccreditation visit (Fall 17) and program review (Fall 18).

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
<p>Comprehend and use all aspects of the design process to identify and explore design problems through A) generation of multiple design concepts or design responses to programmatic requirements and B) generation of creative solutions that enhance the human experience in interior environments.</p>	<p>This year, all studio and thesis students are required to integrate design thinking in their design projects showing process work which demonstrates this outcome complying with CIDA's standards. Process work will show multiple concepts and creative solutions through generating multiple ideas, approaches, and concepts. Students are encouraged to show their design development work in their final books and to include this in their displays of their design responses on the presentation boards. No other program or curricula changes are planned.</p>	<p>11 thesis students completed the Master of Arts program during the assessment period. Each student integrated research in their design thinking and wrote a thesis document integrating their research with design decisions. Two students were selected to present their work in the spring student research conference. Develop of their design thinking is shown in their final books and also exhibited in posters that were presented at the end of the year show. Each student was had an oral examination and successfully defended their to their thesis committee.</p>
<p>Select and apply color principles and theories with regard to the functional, behavioral, aesthetic, and/or cultural needs of users of interior environments and in aspects of visual communication.</p>	<p>In the revised program, color theory and application is specifically addressed in three studios: Studio I &amp; 2 and Sketching and Rendering (ID 122), and requirements for application of color in varied interior environments is covered in all other studios. Additionally, thesis students are required to create design recommendations, which could include color, and annotate them on their floor plans and other drawings.</p> <p>A new elective course ID538 Color, Light, and Human Perception has been created and added to the program to deepen the MA program's offerings in the study of color principles and</p>	<p>ID538 Color Light and Human Perception will be offered as a permanent course in Spring 2018. The student learning and outcomes will be assessed in the next annual assessment.</p>

	<p>theories. The course was developed and approved by GSC in Spring 2016.</p> <p>This new course will provide in-depth study of color theories, applications of color and lighting in interior environments and associated human responses to color effects in design to support and strengthen the design education at Marymount University. “Color, Light, and Human Perception” investigates the interdisciplinary nature of the color field, including color as wavelengths of light, biology of color vision, psychology of color perception, and the function of color and light in art, architecture, film, branding, and popular culture.</p> <p>The department sees a need for more color theory to enhance the understanding of color taught in the graduate interior design program. It's the consensus of the department based on a thorough assessment of our students' needs and the current standards' requirements from CIDA, that more enrichment and in-depth understanding of the interaction of these critically important design elements in interior design are needed. Our Advisory Board also has noted that there is a need for entry-level designers to have a more thorough understanding of color and light for varied interior design applications. The recommendation from our accreditation agency in their new standards; and the advice given from the Interior Design Advisory board are why this course was created as an elective to enrich the course offerings in our graduate program.</p> <p>Student Outcome Assessments should improve as more color theory is incorporated in the curriculum.</p>	
--	---	--

<p>Demonstrate knowledge of the impact of building systems and interior construction on design solutions, specifically distribution systems and vertical circulation.</p>	<p>This SLO is part of ID 605 in the program and the majority of scores are in the 3's (strong). Spring 2016, thesis has shifted to a studio format class so work should begin to integrate stronger evidence of the impact of building systems and interior construction. Stronger documentation of this SLO is required on thesis projects. No other program or curricular changes are planned.</p>	<p>This student learning outcome is assessed with the CIDA standards in the program's analysis report. Our outside accreditation agency, CIDA will determine the level of compliance of the program goals with the new CIDA standards for learning. CIDA accreditation visit is occurring in November 2017 and assessment report will not be received until March 2018.</p>
<p>Understand and apply laws, codes, standards, and guidelines that affect the design of interior spaces, particularly through fire detection and suppression.</p>	<p>This particular outcome was measured for the first time in thesis ID699 in spring 2016. Subsequent semesters, thesis design projects should begin to demonstrate stronger evidence of the laws, codes, and guidelines particularly in fire detection and suppression. Reflected ceiling plans, which help show fire detection and suppression are now required in thesis projects. Reinforcing this SLO in thesis is intended to boost student knowledge in laws, codes and standard and should reflect higher scores in next year's alumni exit survey. No other program or curricular changes are planned.</p>	<p>Thesis EBD design projects are required to show code review and analysis as pertaining to each student's project type. Reflected ceiling plans, are required in thesis projects and are exhibited in student presentations. Student knowledge of jurisdictional laws, codes and standard are seen in the appropriate space planning and in final solutions of their EBD design projects..</p>

**Provide a response to last year's University Assessment Committee review of the program's learning assessment report:**

**I. Executive Summary:**

**Assessment Committee review comments:** Clear, strong standards for the program that are heavily reliant on CIDA guidelines. Need to differentiate from the BA program through the mission statement as currently both programs are in place to prepare students for entry-level positions. Overall very strong summary.

**Program Response:** In 2016 the program revised the learning outcomes to more holistically reflect CIDA standards. The decision at that time was to limit program outcomes to the 12 CIDA standards related to knowledge acquisition and application. It is our understanding that the revised outcomes are appropriate for a professionally accredited Interior Design programs. The program mission and educational philosophy are revised to better reflect the 2014 program revision changes.

**II. Implemented Improvements from Previous Year**



Assessment Committee review comments: Response to suggestions from last assessment are adequate. Though action was not taken on each item, explanations were given. Positive changes were made in response to last assessment.

Program Response: no response needed.

### **III. Outcomes**

Assessment Committee review comments: *(Please comment on each outcome.):* LO#1 is still a bit wordy and contains too many components. LO #2-4 should have a higher level of outcome actions because this is a master's level program and the action verbs are actually less rigorous than the bachelor's degree outcomes. If these are general accreditation standards that have subordinate specifications as to skills, it would be helpful to include that table. The skills described by the verbs used in these outcomes ("apply") represent lower order thinking than the BA outcomes. Consider revising.

Program Response: Because this year's assessment report aligns with accreditation standards, the department is already using the data to identify/address areas for improvement in the curriculum. As part of our self-study for our Fall 17 reaccreditation visit, the department has identified curricular improvements that address both the goals of our accrediting body and the mission of the program. Revision to MA curriculum, learning objectives, and target skills will be considered after CIDA accreditation visit and receiving their report that will be sent in March 2018.

### **IV. Assessment Measures and Targets**

Assessment Committee review comments: Targets are clearly defined. Measurements are useful. Rubric is simple and easy to use.

Program Response: no response needed.

### **V. Analysis of Results and Implications**

Assessment Committee review comments: Excellent analysis for outcomes.

Program Response: no response needed.

### **VI. Use of Assessment to Improve Effectiveness**



**Assessment Committee review comments:** Not clear what is meant by “process work” in LO #1. Very good response to program improvements – specific and useful.

**Program Response:** “Process work” is the development of designs ideas and the creation of design moments in student projects. Students are required to hold onto their rough sketches, analysis, and pencil drawings that are done in the process of creating their final design proposals. It is important to see how they got to their final solutions. Thank you all for your thoughtful comments

**Other Assessment Committee review comments:** The program report is thorough and clear. Consider revision of one or both of the Interior Design mission statements to reflect a higher level of rigor and outcomes for the master level degree.

**Program Response:** We thank you all for your thoughtful comments.

---

**Learning Outcome 1:**

Students will be able to articulate a global view and integrate considerations of social, cultural, economic, and ecological contexts in their work

Is this outcome being reexamined? Yes

**Assessment Activity**

<p><b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p><b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i></p>	<p><b>Data Collection</b> <i>Discuss the data collected and student population</i></p>	<p><b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p>
<p>Direct Measure: Students were assessed in their studio work, written, and oral presentations</p> <p>SL Outcomes of ID 699 Thesis II were measured by Interior Design faculty.</p> <p>Standard rubrics used by all faculty provide direct measures with categorical data.</p>	<p>80% of students will be assessed as demonstrating “adequate”, “strong”, or “superior Mastery” from evidence for this learning outcome.</p>	<p>Faculty teaching ID 699 complete standard rubrics at the completion of the semester.</p> <p>Students in this assessment are in final interior design course. The population includes 1<sup>st</sup> professional and post professional graduate students.</p>	<p>A rubric was used in assessing student success with each student learning outcome.</p> <p>Assessment of the 2016-2017 student learning shows 11 students succeeded in completing the ID699 Thesis II course. Students achieved above 80% for this learning outcome: 2 students achieved a score of 3 demonstrating a strong knowledge or skill for this learning outcome; and 9 students demonstrated superior Mastery of this knowledge or skill from this learning outcome.</p> <p>See Appendix Item 1 and 1.1.</p>
<p>Indirect Measure: Exit Survey</p>	<p>Alumni will be assessed as demonstrating</p>	<p>Students respond to prompt in Exit survey upon completion of</p>	<p>5 alumni responded to this survey question. 100% of student respondents reported “adequate” or better understanding of this</p>

<p>Outcomes were also measured with <b>an exit survey of students that</b> completed ID 699 during the reporting year.</p>	<p>“adequate”, “strong”, or “superior Mastery ” evidence for this learning outcome.</p> <p>Students asked to respond to a 5- point Likert scale: 5 = Strongly agree 4= Agree 3= Neutral 2=Disagree 1=Strongly Disagree</p> <p>Standard: 80% of students would strongly agree or agree</p>	<p>ID699 Thesis II.</p> <p>The survey asked students to indicate how much they agree or disagree based on a 0-5 linear scale with the SLA.</p>	<p>learning outcome.</p> <p><i>See Appendix 3 for student scores and self evaluations with analysis.</i></p>
--	---	--	--

#### Interpretation of Results

**Extent this learning outcome has been achieved by students** (Use both direct and indirect measure results):

The department’s threshold for success was met and exceeded in ID699 Thesis II. This outcome is a direct measure as it assesses student work for knowledge of global views and integrates considerations of social, cultural, economic, and ecological contexts in their work. The recognition of this student learning outcome is evidenced the Thesis Topics that were researched, and evidence collected and applied in design decisions for the students’ final thesis projects that were completed and publicly presented:

Aigerim Amangeldiyeva, MA Thesis: **“Transitional Housing for the Homeless Transformed through Adaptive Reuse”** (2017)

Norah Alajmi, MA Thesis: **Syrian Refugees: Children’s Library** (2017)

Laura Johnson, MA Thesis: **The Matilde: a Beaux Arts Mansion Becomes a Boutique Hotel** (2017)

Allyson Minberg, MA Thesis: **“Rethinking Institutional Design: Designing a Men’s Prison, A response to the growing need for an alternative incarceration method”** (2017)

Lauren Pezze, MA Thesis: **“Creating a Healing Environment for Seniors” a design of an Assisted Living Community and Dog Academy”** (2017)

Hieu Trong, MA Thesis: **Chung’s Cancer Care Center- An approach to Healing Environment in Cancer Care Center Through the theory of Prospect and Refuge** (2017)

Gabrielle Marriotti, MA Thesis: **Stepping Stones Recovery Center-Design for a Long Term Addiction Recovery** (2017)



Jessica Banko, MA Thesis: ***The Modernization of Chancellor High School: How Can a Learning Environment Cater to Multiple Intelligences?*** (2017)

Tina Yaworsky MA Thesis: ***Applying “Sense of Place” to a Historic Downtown Building*** (2017)

Raneem Alfawzan, MA Thesis: ***“MOMS’OLOGY” A THERAPEUTIC EDUCATIONAL MATERNITY FACILITY IN SAUDI ARABIA*** (2016)

Erika Burkardt, MA Thesis: ***The Study of Design in a Virtual Rehabilitation Center and the Benefits that Interactive Technology has on Individuals with Upper Extremity Neuromuscular Disorders*** (2016)

**Program strengths and opportunities for improvement relative to assessment of outcome:**

Out of eleven thesis students: two received 3’s and nine received 4’s This means 81% of ID699 students achieved a mastery of this SLO. Even with these scores, there is some room for improvement in Thesis II and a goal for all students to achieve 4’s in this SLO is important and is an aspect of sustaining culture and society in a global marketplace for Interior Design professional practice.

Five alumni responded strongly agree or agree (80%). This agrees with the findings on the direct measure.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

Since Spring 2016, thesis has shifted to a studio format class so student work has begun to integrate strong evidence of the articulation of a global view and integrate considerations of social, cultural, economic, and ecological contexts in their work Stronger documentation of this SLO is required on thesis projects. No other program or curricular changes are planned.

**Learning Outcome 2: Students will be able to apply knowledge of human experience and behavior to designing the built environment.**

**Assessment Activity**

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss the data collected and student population</i>	<b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
<b>Direct Measure:</b> Students were assessed in their studio work, written, and oral presentations	Rubric uses a 0-4-point scale. Values: 0-no evidence 1-minimal evidence 2-adquate evidence 3-strong	Assessment rubrics distributed to faculty of ID 699 (Thesis II); faculty assessed students’ final projects using 0-4 value	Assessment of the 2016-2017 student learning outcome # 2 shows: 11 students succeeded in completing the ID699 Thesis II course. Students achieved above 80% for this learning outcome:

<p>SL Outcomes of ID 699 Thesis II were measured by Interior Design faculty.</p> <p>Standard rubrics used by all faculty provide direct measures with categorical data.</p>	<p>evidence 4-Mastery evidence</p> <p>Standard: 80% of students will be assessed as demonstrating “adequate”, “strong”, or “superior Mastery” from evidence for this learning outcome.</p>	<p>scale</p> <p>Eleven students were assessed. They are in their final interior design course. The population includes 7 students in the 1<sup>st</sup> professional and 4 students in the post professional graduate program.</p>	<p>4 students achieved a score of 3 demonstrating a strong knowledge or skill for this learning outcome; and 7 students demonstrated superior Mastery of this knowledge or skill from this learning outcome.</p> <p>See Appendix Item 1 and 1.1.</p>
<p>Indirect Measure: Exit Survey</p> <p>Outcomes were also measured with an exit survey of students that completed ID 699 during the reporting year.</p>	<p>Students asked to respond to a 5- point Likert scale: 5 = Strongly agree 4= Agree 3= Neutral 2=Disagree 1=Strongly Disagree</p> <p>Standard: 80% of students would strongly agree or agree</p>	<p>Students respond to prompt in Exit survey upon completion of ID699 Thesis II.</p> <p>5 of the 2016-2017 graduate exit survey responded to the email survey</p>	<p>5 alumni responded to exit survey SLO question #2.</p> <p>100% of student respondents reported “agreement” for understanding of this learning outcome.</p> <p><i>See Appendix 3 for student scores and self evaluations with analysis.</i></p>

#### Interpretation of Results

**Extent this learning outcome has been achieved by students** *(Use both direct and indirect measure results):*

The department’s threshold for success was met and exceeded in ID699 Thesis II.

This outcome is a direct measure as it assesses student work for application of knowledge of human experience and behavior to designing the built environment. It evaluates students’ abilities to synthesize research data and analysis of information in developing a program brief and justifying the design decisions made in creating interior new space plans with optimal

organization for unique human needs in interior environments. This SLO provides evidence of student understanding and synthesis of information that is integrated in design projects which incorporate design moments for human experience and human behavior

**Program strengths and opportunities for improvement relative to assessment of outcome:**

Out of eleven students, 4 achieved a score of 3 demonstrating a strong knowledge or skill for this learning outcome; and 7 students demonstrated superior Mastery of this knowledge or skill from this learning outcome. Programming and space planning are essential skills for interior design professionals. The ID program is successful in developing students to achieve mastery in this knowledge in preparation for professional practice. 100% of the students demonstrate a strong knowledge or better of this skill.

The alumni survey respondents have 100% agreement with this SLO and confirm that graduating ID MA students are strong in this skill.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

At this time there are no curricular or program changes planned. The department may revise curriculum following the CIDA visiting team fall review (November 2017) to address or strengthen compliance with CIDA standards and our accreditation agency's review.

**Learning Outcome 3: Students will be able to communicate effectively in both oral and written formats.**

**Assessment Activity**

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss the data collected and student population</i>	<b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
<p>Direct Measure: Students were assessed in their written, and oral presentations</p> <p>SL Outcomes of ID 699 Thesis II were measured by Interior</p>	<p>Rubric uses a 0-4-point scale. Values: 0-no evidence 1-minimal evidence 2-adquate evidence 3-strong evidence 4-Mastery evidence</p> <p>Standard: 80% of</p>	<p>Assessment rubrics distributed to faculty of ID 699 (Thesis II); faculty assessed students' final projects using 0-4 value scale</p> <p>Eleven students were assessed. The</p>	<p>Assessment of the 2016-2017 student learning outcome # 3 shows:</p> <p>11 students succeeded in completing the ID699 Thesis II course. Students achieved above 80% for this learning outcome: 5 students achieved a score of 3 demonstrating a strong knowledge or skill for</p>

<p>Design faculty.</p> <p>Standard rubrics used by all faculty provide direct measures with categorical data.</p> <p>Direct Measure:</p> <p>Thesis Committee Members assessed students' final presentations and oral defense. Standard rubrics were used by all professional judges to provide direct measures with categorical data.</p>	<p>students will be assessed as demonstrating "adequate", "strong", or "superior Mastery" from evidence for this learning outcome.</p> <p>Rubric uses a 0-5-point scale. Values: 0-no evidence 3- minimal evidence 4 adequate, evidence 5--strong evidence</p> <p>Standard: 80% of students will be assessed as demonstrating "adequate" to "strong in evidence for this learning outcome.</p>	<p>population includes 7 students in the 1<sup>st</sup> professional and 4 students in the post professional graduate program.</p> <p>Each student selected 2 professional designers and or faculty to serve on their thesis committee and review their work throughout the development of their EBD project. Students presented individually to their thesis committee and were evaluated using the rubric.</p>	<p>this learning outcome; and 6 students demonstrated superior Mastery of skill from this learning outcome.</p> <p>See Appendix Item 1 and 1.1.</p> <p>100% of the Thesis Students achieved 80% or above for this learning outcome.</p> <p>See Appendix Item 4.</p>
<p>Indirect Measure: Exit Survey</p> <p>Outcomes were also measured with an exit survey of students that completed ID 699 during the reporting</p>	<p>Students asked to respond to a 5- point Likert scale: 5 = Strongly agree 4= Agree 3= Neutral 2=Disagree 1=Strongly Disagree</p> <p>Standard: 80% of</p>	<p>Students respond to prompt in Exit survey upon completion of ID699 Thesis II.</p> <p>5 of the 2016-2017 graduate exit survey responded to the email</p>	<p>5 alumni responded to exit survey SLO question #3.</p> <p>100% of student respondents reported "strong agreement" for understanding of this learning outcome.</p> <p><i>See Appendix 3 for student scores and self</i></p>

year.	students would strongly agree or agree	survey	<i>evaluations with analysis.</i>
-------	--	--------	-----------------------------------

Interpretation of Results

**Extent this learning outcome has been achieved by students** *(Use both direct and indirect measure results):*

Out of eleven students, 5 achieved a score of 3 demonstrating a strong knowledge or skill for this learning outcome; and 6 students demonstrated superior Mastery of this knowledge or skill from this learning outcome.

Oral and written communication is required of students and ID 699 requires multiple presentations in different formats. Students present their design work in informal critiques to design professionals and at the end of the semester students are required to give an oral defense of their work to their thesis committee. These students later summarize their thesis in a poster which is exhibited in a public forum. They also write a thesis document which incorporates all of their research, findings, and design thinking that are incorporated in their Evidenced Based Design (EBD) projects. It is very intense process for the students requiring articulation and communication of their EBD project development in writing and oral communication.

The ID MA program continues to be very successful in developing students' abilities to achieve mastery in this skill and knowledge in their preparation for professional practice. 100% of the students demonstrate a strong knowledge or better of this skill.

Thesis Committee Advisors rated the students oral and written presentation skills.  
100% of the students scored 80% or above in their evaluations

**Program strengths and opportunities for improvement relative to assessment of outcome:**

The alumni survey respondents have 100% strong agreement with this SLO and confirm that graduating ID MA students are strong in this skill.

Strong interaction with Design Professionals who serve on thesis committees improve student learning and enhance their oral communication and presentation skills.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**



At this time there are no curricular or program changes planned. The department may revise curriculum following the CIDA visiting team fall review (November 2017) to address or strengthen compliance with CIDA standards and our accreditation agency's review.

---

## **Appendices**

**See the following assessment tools.**

## Curriculum Map

*These will be sent for review and feedback to the Liberal Arts Core Committee.*

### GRADUATE CURRICULUM MAP

**Degree Program:** Interior Design (M.A.)

**Year:** 2016-17

#### Program Outcomes:

#### Curriculum Map:

For each course, indicate which competencies are included using the following key. Please refer to the director of assessment in Planning and Institutional Effectiveness if you need more detailed explanation of the four core competencies.

Level of instruction: F-foundational, A-advanced, M-mastery

Assessment: PR-project, P-paper, E-exam, O-oral presentation, I-internship, OT-other (explain briefly)

Learning Outcome	Critical Reading	Written Communication	Oral Communication/Persuasive Argument	Scholarly Presentation and the Use Resource Materials
Students will be able to articulate a global view and integrate considerations of social, cultural, economic, and ecological contexts in their work	M	M	A	M
Students will be able to apply knowledge of human experience and behavior to designing the built environment.	M	M	A	M
Students will be able to communicate effectively in both oral and written formats.	M	M	M	M

Required Course	Critical Reading <sup>1</sup>		Written Communication		Oral Communication/Persuasive Argument		Identification, Investigation, and Application of Theory and Principles of the Discipline		Scholarly Presentation and Use of Resource Materials	
	Level	Assess	Level	Assess	Level	Assess	Level	Assess	Level	Assess
ID 500	F	P	F	P	A	PR/O	A	PR	A	PR

ID 501	F	P	F	P	F	O	F	PR	F	PR
ID 502	F	PR	F	PR	A	O	F	PR	F	PR
ID 532	F	E	F	PR	F	O	F	PR	F	E; O
ID 533	F	E	F	E	F	O; PR	F	E; PR	A	E; PR
ID 534	A	P	A	PR	A	O	A	PR	A	PR
ID 545							F	PR	F	PR
ID 550	F	PR; E	F	PR; E	F	O	F	E; PR	F	O; E
ID 551	A	P	A	P	A	O	A	P	A	P; PR
ID 590			A	P	A	O	A	PR		
ID 595					A	O	A	PR	A	PR
ID 605					A	O	A	PR	A	PR
ID 606					A	O	A	PR	A	PR
ID 607					A	O	A	PR	A	PR
ID 600	A	PR	A	PR	A	O; P	A	P; O	A	PR; P; O
ID 626	A	P	A	PR	A	O; P; PR	A	P; PR; O	A	PR; P; O
ID 697	A	PR	A	PR	A	O	A	PR	A	PR
ID 698	M	P	M	P	M	O	M	P; O	M	PR; P; O
ID 699	M	P; PR	M	P; PR	M	O; PR	M	P; PR; O	M	P; PR; O