

STUDENT LEARNING ASSESSMENT REPORT, 2018-2019

PROGRAM: Interior Design (B.A.)

SUBMITTED BY: Doug Seidler

DATE: 10-18-2019

Executive Summary: Description of Assessment Process

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

CIDA Standard	Learning Outcome	Year of Last Assessment	Assessed This Year (Y=Yes)	Year of Next Planned Assessment
s4 Global Context	Interior design students have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.	2017-18 (PR)		2023-24
s5 Collaboration	Interior design students participate in interdisciplinary collaborations.	2017-18 (PR)		2023-24
s6 Business Practices and Professionalism	Interior Design students understand the fundamental principles and processes that define the profession of interior design and the value of interior design to society.	2017-18 (PR)		2023-24
s7 Human-Centered Design	Interior design students apply knowledge of human experience and behavior to designing the built environment.	2017-18 (PR)		2023-24
s8 Design Process	Interior design students employ all aspects of the design process to creatively solve a design problem.	2017-18 (PR)	Y 2019-20	
s9 Communication	Interior design students are effective communicators. (See Courses Assessment document for details related to this standards)	2017-18 (PR)	Y 2019-20	
s10 History	Interior design students apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems.	2017-18 (PR)	Y 2019-20	
s11 Design Elements and Principles	Interior design students apply elements and principles of design.	2017-18 (PR)	Y 2019-20	
s12 Light and Color	Interior design students apply color effectively in communication and design work.	2017-18 (PR)		2021-22
s13 Products and Materials	Interior design students complete design solutions that integrate furnishings, products, materials, and finishes.	2017-18 (PR)		2021-22
s14 Environmental Systems and Comfort	Interior design students use the principles of lighting, acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human wellbeing.	2017-18 (PR)		2021-22
s15 Construction	Interior design students understand interior construction and its interrelationship with base building construction and systems.	2017-18 (PR)		2021-22
s16 Regulations and Guidelines	Interior design students apply laws, codes, standards, and guidelines that impact human experience of interior spaces. (See Courses Assessment document for details related to this standards)	2017-18 (PR)		2021-22

Provide a **brief** description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the **process**, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues (generally not more than two paragraphs, may use bullet points):

Course Assessment

CIDA Standard 8 Design Process – The MUID.BA curriculum map identifies the following courses as the primary location for evidence of student achievement in this category.

Senior Capstone II (ID-409) is the senior capstone studio where students design individual projects based on evidence collected and analyzed in Senior Capstone I (ID-408). Student projects are self-identified, researched, and developed under faculty supervision. Project practice areas often include healthcare, education, hospitality, and retail.

- Interior design faculty assessed the thesis project completed by each enrolled student. Data is aggregated across all sections to access student learning outcomes defined by the Interior Design program.
- Thesis committee members also assessed the projects during the final thesis defense using the department's thesis defense rubric.

Practice Studio II (ID-306) is a 3rd year design studio where students design individual and group projects. The project practice area focuses on workplace design.

- Interior design faculty assessed the projects completed by each enrolled student. Data is aggregated across all sections to access student learning outcomes defined by the Interior Design program.

Exit Survey - Students that completed ID-409 during the assessment year were provided an exit survey where they were asked to self-report their competence in this SLAs.

CIDA Standard 9 Communication – The MUID.BA curriculum map identifies the following courses as the primary location for evidence of student achievement in this category.

Senior Capstone II (ID-409) – please see description above

Practice Studio II (ID-306) – please see description above

Exit Survey – please see description above

CIDA Standard 10 History – The MUID.BA curriculum map identifies the following courses as the primary location for evidence of student achievement in this category.

Senior Capstone II (ID-409) – please see description above

Foundation Studio III (ID-204) is a 2nd year design studio where students design individual and group projects. The project practice area focuses on residential design.

- Interior design faculty assessed the projects completed by each enrolled student. Data is aggregated across all sections to access student learning outcomes defined by the Interior Design program.

Exit Survey – This SLA was unintentionally omitted from last year's exit survey which means there is no data to report on this standard.

Course Assessment (continued)

CIDA Standard 11 Design Elements – The MUID.BA curriculum map identifies the following courses as the primary location for evidence of student achievement in this category.

Foundation Studio II (ID-203) is a 2nd year design studio where students design individual and group projects. The project practice area focuses on foundation skills.

- Interior design faculty assessed the projects completed by each enrolled student. Data is aggregated across all sections to access student learning outcomes defined by the Interior Design program.

Foundation Studio I (ID-102) is a 1st year design studio where students design individual and group projects. The project practice area focuses on foundation skills.

- Interior design faculty assessed the projects completed by each enrolled student. Data is aggregated across all sections to access student learning outcomes defined by the Interior Design program.

Assessment strengths include sampling of student work across multiple courses in the curriculum. Because department learning outcomes should be evident in all upper level design studios, the assessment process has the potential to indicate student achievement across the program.

Assessment challenges include:

- CIDA standards include multiple substandard that are specific competencies under the umbrella standard. While faculty looked specifically at sub-standards when evaluating SLAs, the exit survey only assesses the umbrella standard.
- Under the current assessment model where faculty assess student achievement within their courses, an undue burden falls on faculty teaching ID-409 and other upper level courses. Beginning in Fall 2019, the department is piloting a department-wide evaluation protocol that will collect assessment data from a majority of full-time faculty for each course under assessment.

Closing the Loop: Progress on Planned Improvements from Prior Year

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

Outcome	Planned Improvement	<p style="text-align: center;">Update</p> <p style="text-align: center;"><i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i></p>
<p>Students will be able to articulate a global view and integrate considerations of social, cultural, economic, and ecological contexts in their work.</p>	<p>Because this standard shows a significant student achievement (68%) at a “superior level” the program will make no changes to the curriculum. This is in large part because we are currently collecting evidence of student achievement for our Fall 17 reaccreditation visit.</p>	<p>Completed and assessed as compliant in the FA17 CIDA Visit/SP18 Program Review.</p> <p>Based on the Fall 2017 accreditation visit, the external CIDA visiting team identified the following:</p> <p>S4 Global Context – The program was in full compliance with this standard.</p>
<p>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.</p>	<p>The department will identify where topics related to integrated design practice should be placed in the curriculum prior to the internship experience.</p>	<p>Completed and assessed as compliant in the FA17 CIDA Visit/SP18 Program Review.</p> <p>Based on the Fall 2017 accreditation visit, the external CIDA visiting team identified the following:</p> <p>S5 Collaboration – The program was in full compliance with this standard.</p>
<p>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.</p>	<p>Because this standard shows a significant student achievement (72%) at a “superior level” the program will make no changes to the curriculum. This is in large part because we are currently collecting evidence of student achievement for our Fall 17 reaccreditation visit.</p>	<p>Completed and assessed as compliant in the FA17 CIDA Visit/SP18 Program Review.</p> <p>Based on the Fall 2017 accreditation visit, the external CIDA visiting team identified the following:</p> <p>S6 Business Practices and Professionalism – The program was in full compliance with this standard.</p>
<p>Students will be able to apply knowledge of human experience and behavior to designing the built environment.</p>	<p>Because this standard shows a significant student achievement (63%) at a “superior level” the program will make no changes to the curriculum. This is in large part because we are currently collecting evidence of student achievement for our Fall 17 reaccreditation visit.</p>	<p>Completed and assessed as compliant in the FA17 CIDA Visit/SP18 Program Review.</p> <p>Based on the Fall 2017 accreditation visit, the external CIDA visiting team identified the following:</p> <p>S7 Human Centered Design – The program was in full compliance with this standard.</p>



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

Response to the Dean's letter from the 2018 Program Review is attached as a separate document.

Outcomes Assessment 2018-2019

Learning Outcome 8 (CIDA Standard 8 Design Process which includes 8.a.,8.e.,8.g.)

- **CIDA Standard 8.a** – Student work demonstrates the ability to apply space planning techniques throughout the design process.
- **CIDA Standard 8.e** – Student work demonstrates the ability to synthesize information to generate evidence-based design solutions.
- **CIDA standard 8.g** – Student work demonstrates the ability to design original and creative solutions.

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
<p>Outcomes in ID-409 Senior Capstone II were measured by Interior Design faculty.</p> <p>Standard rubrics provide direct measures with categorical data.</p>	<p>80% of students will be assessed as demonstrating “adequate”, “strong”, or “superior” evidence for this learning outcome.</p>	<p>In ID-409, this outcome is measure in each student’s Capstone Poster and Capstone Book using the assessment rubric. The rubric is completed by the department chair.</p>	<p>No. We did not meet our target.</p> <p>75 assessment items were collected for this learning outcome in this course.</p> <p>77% of students demonstrated “adequate” or better evidence for this learning outcome.</p> <p><i>See table for reported evaluations and analysis.</i></p>
<p>Outcomes in ID-306 Practice Studio II were measured by Interior Design faculty.</p> <p>Standard rubrics provide direct measures with categorical data.</p>	<p>80% of students will be assessed as demonstrating “adequate”, “strong”, or “superior” evidence for this learning outcome.</p>	<p>In ID-306, this outcome is measured via assessment rubric. The assessment rubric is completed by the teaching faculty for this course at the end of the semester.</p>	<p>Yes, we did meet our target.</p> <p>86 assessment items were collected for this learning outcome in this course.</p> <p>84% of students demonstrated “adequate” or better evidence for this learning outcome.</p> <p><i>See table for reported evaluations and analysis.</i></p>
<p>Outcomes were also measured with an exit survey of students that completed ID- 409 during the reporting year.</p>	<p>80% of students will self-assess as “strongly agree” or “agree” for this learning outcome.</p>	<p>Students respond to prompt in Exit survey upon completion of ID-409.</p> <p>The survey asked students to indicate how much they agree or disagree with the SLA.</p>	<p>16 students responded to this survey question.</p> <p>100% of students “agreed” or “strongly agreed” that they were prepared for this learning outcome.</p> <p><i>See table for reported evaluations and analysis.</i></p>

Learning Outcome 8 (continued)
S8 - Design Process

ID-409	Responses	Unacceptable Outcomes			Acceptable Outcomes		
		Weak (0)	Inadequate (1)	Total Unacceptable	Adequate (2)	Strong (3)	Total Acceptable
Standard 8.a.	25	1	5	6 24%	12	7	19 76%
Standard 8.e.	25	0	8	8 32%	10	7	17 68%
Standard 8.g.	25	0	3	3 12%	14	8	22 88%
Total	75	1	16	17 23%	36	22	58 77%

ID-306	Responses	Unacceptable Outcomes			Acceptable Outcomes		
		Weak (0)	Inadequate (1)	Total Unacceptable	Adequate (2)	Strong (3)	Total Acceptable
Standard 8.a.	28	0	3	3 11%	11	14	25 89%
Standard 8.e.	28	0	9	9 32%	5	14	19 68%
Standard 8.g.	30	0	2	2 7%	9	19	28 93%
Total	86	0	14	14 16%	25	47	72 84%

EXIT SURVEY	Responses	Unacceptable Outcomes			Acceptable Outcomes		
		Strongly Disagree (0)	Disagree (1)	Total Unacceptable	Agree (2)	Strongly Agree (3)	Total Acceptable
Standard 8	16	0	0	0 0%	7	9	16 100%
Total	16	0	0	0 0%	7	9	16 100%

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

- Data collected for CIDA Standards 8.a (ID-409), 8.g (ID-409), and 8.3 (ID-306) were below the department’s acceptable level of student performance.
- The remaining four subcategories for this SLA measured above acceptable levels.

Strengths: Self-reported data in the exit survey trended higher for students when compared to faculty assessment in both ID-306 and ID-409. Overall faculty assessment in ID-306 indicates strong demonstration of student understanding for this SLA.

Opportunities: While student projects/results demonstrated design solutions that require understanding and using an appropriate evidence-based-design process, direct evidence was not present within a significant number of student capstone books and capstone posters.

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

1. CIDA Standard 8.a - The department will modify requirements for ID-409 final deliverables (capstone book and capstone poster) in the Spring 2020 semester to explicitly require inclusion of space planning process work.
2. CIDA Standard 8.e - The department will explore assignments and deliverables to strengthen student demonstrated understanding of data synthesis and evidence-based design.

Learning Outcome 9: (CIDA Standard 9 Communication which includes 9.b., 9.d. and 9.e.)

- **CIDA Standard 9.b** – Student work demonstrates the ability to express ideas in oral communication.
- **CIDA Standard 9.d** – Student work demonstrates the ability to express ideas developed in the design process through visual media: ideation drawings and sketches.
- **CIDA standard 9.e** – Student work demonstrates the ability to apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
<p>Outcomes in ID-409 Senior Capstone II were measured by Interior Design faculty.</p> <p>Standard rubrics provide direct measures with categorical data.</p>	<p>80% of students will be assessed as demonstrating “adequate”, “strong”, or “superior” evidence for this learning outcome.</p>	<p>In ID-409, this outcome is measure in each student’s Capstone Poster and Capstone Book using the assessment rubric. The rubric is completed by the department chair.</p>	<p>Yes, we did meet our target.</p> <p>75 assessment items were collected for this learning outcome in this course.</p> <p>81% of students demonstrated “adequate” or better evidence for this learning outcome.</p> <p><i>See table for reported evaluations and analysis.</i></p>
<p>Outcomes in ID-306 Practice Studio II were measured by Interior Design faculty.</p> <p>Standard rubrics provide direct measures with categorical data.</p>	<p>80% of students will be assessed as demonstrating “adequate”, “strong”, or “superior” evidence for this learning outcome.</p>	<p>In ID-306, this outcome is measured via assessment rubric. The assessment rubric is completed by the teaching faculty for this course at the end of the semester.</p>	<p>Yes, we did meet our target.</p> <p>84 assessment items were collected for this learning outcome in this course.</p> <p>89% of students demonstrated “adequate” or better evidence for this learning outcome.</p> <p><i>See table for reported evaluations and analysis.</i></p>
<p>Outcomes were also measured with an exit survey of students that completed ID- 409 during the reporting year.</p>	<p>80% of students will self-assess as “strongly agree” or “agree” for this learning outcome.</p>	<p>Students respond to prompt in Exit survey upon completion of ID-409.</p> <p>The survey asked students to indicate how much they agree or disagree with the SLA.</p>	<p>7 students responded to this survey question.</p> <p>100% of students “agreed” or “strongly agreed” that they were prepared for this learning outcome.</p> <p><i>See table for reported evaluations and analysis.</i></p>

Learning Outcome 9 (continued)

S9 - Communication

ID-409	Responses	Unacceptable Outcomes			Acceptable Outcomes		
		Weak (0)	Inadequate (1)	Total Unacceptable	Adequate (2)	Strong (3)	Total Acceptable
Standard 9.b.	25	0	2	2 8%	12	11	23 92%
Standard 9.d.	25	0	7	7 28%	6	12	18 72%
Standard 9.e.	25	1	4	5 20%	8	12	20 80%
Total	75	1	13	14 19%	26	35	61 81%

ID-306	Responses	Unacceptable Outcomes			Acceptable Outcomes		
		Weak (0)	Inadequate (1)	Total Unacceptable	Adequate (2)	Strong (3)	Total Acceptable
Standard 9.b.	28	0	5	5 18%	13	10	23 82%
Standard 9.d.	28	0	3	3 11%	9	16	25 89%
Standard 9.e.	28	0	1	1 4%	12	15	27 96%
Total	84	0	9	9 11%	34	41	75 89%

EXIT SURVEY	Responses	Unacceptable Outcomes			Acceptable Outcomes		
		Strongly Disagree (0)	Disagree (1)	Total Unacceptable	Agree (2)	Strongly Agree (3)	Total Acceptable
Standard 9	7	0	0	0 0%	4	3	7 100%
Total	7	0	0	0 0%	4	3	7 100%

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

- Data collected for CIDA Standards 9.d (ID-409) was below the department’s acceptable level of student performance.
- The remaining subcategories for this SLA measured above acceptable levels.

Strengths: Self-reported data in the exit survey trended higher for students when compared to faculty assessment in both ID-306 and ID-409. Overall faculty assessment in ID-409 and ID-306 indicates strong demonstration of student understanding for this SLA.

Opportunities: While student projects/results demonstrated design solutions that require understanding and using an appropriate design process, direct evidence (ideation drawings) was not present within a significant number of student capstone books and capstone posters.

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

1. CIDA Standard 9.d - The department will modify requirements for ID-409 final deliverables (capstone book and capstone poster) in the Spring 2020 semester to explicitly require inclusion of process work.

Learning Outcome 10: (CIDA Standard 10 History – 10.f)

- **CIDA Standard 10.f** – Students apply precedents to inform design solutions.

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
<p>Outcomes in ID-409 Senior Capstone II were measured by Interior Design faculty.</p> <p>Standard rubrics provide direct measures with categorical data.</p>	<p>80% of students will be assessed as demonstrating “adequate”, “strong”, or “superior” evidence for this learning outcome.</p>	<p>In ID-409, this outcome is measure in each student’s Capstone Poster and Capstone Book using the assessment rubric. The rubric is completed by the department chair.</p>	<p>No, we did not meet our target.</p> <p>25 assessment items were collected for this learning outcome in this course.</p> <p>72% of students demonstrated “adequate” or better evidence for this learning outcome.</p> <p><i>See table for reported evaluations and analysis.</i></p>
<p>Outcomes in ID-204 Foundation Studio III were measured by Interior Design faculty.</p> <p>Standard rubrics provide direct measures with categorical data.</p>	<p>80% of students will be assessed as demonstrating “adequate”, “strong”, or “superior” evidence for this learning outcome.</p>	<p>In ID-204, this outcome is measured via assessment rubric. The assessment rubric is completed by the teaching faculty for this course at the end of the semester.</p>	<p>No, we did not meet our target.</p> <p>16 assessment items were collected for this learning outcome in this course.</p> <p>75% of students demonstrated “adequate” or better evidence for this learning outcome.</p> <p><i>See table for reported evaluations and analysis.</i></p>

Learning Outcome 10 (continued)
S10 - History

ID-409	Responses	Unacceptable Outcomes			Acceptable Outcomes		
		Weak (0)	Inadequate (1)	Total Unacceptable	Adequate (2)	Strong (3)	Total Acceptable
Standard 10.f	25	2	5	7 28%	10	8	18 72%
Total	25	2	5	7 28%	10	8	18 72%

ID-204	Responses	Unacceptable Outcomes			Acceptable Outcomes		
		Weak (0)	Inadequate (1)	Total Unacceptable	Adequate (2)	Strong (3)	Total Acceptable
Standard 10.f	16	1	3	4 25%	5	7	12 75%
Total	16	1	3	4 25%	5	7	12 75%

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

- Data collected in both ID-409 and ID-204 were below the department’s acceptable level of student performance.

Strengths: While we did not meet our 80% target, a large percentage of students are demonstrating competency for this CIDA standard.

Opportunities: Of all standards assessed this year, CIDA standard 10 showed the most significant report of “weakness”. The department will evaluate how we can better integrate the use of historic precedent and case studies across the curriculum.

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

As part of our current curriculum revision discussions, the department will evaluate how we can better integrate the use of historic precedent and case studies across the curriculum with opportunities for improved evidence of student understanding in the design studio.

Learning Outcome 11: (CIDA Standard 11 Design Elements – 11.c. and 11.d.)

- **CIDA Standard 11.c** – Students effectively apply the elements and principles of design throughout the interior design curriculum: 2D Design Solutions.
- **CIDA Standard 11.d** – Students effectively apply the elements and principles of design throughout the interior design curriculum: 3D Design Solutions.

<p>Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p>Performance Standard <i>Define the acceptable level of student performance.</i></p>	<p>Data Collection <i>Discuss the process for collecting this data: who conducted the assessment, when, and how?</i></p>	<p>Result <i>Did you meet your target? What was the result?</i></p>
<p>Outcomes in ID-203 Foundation Studio II were measured by Interior Design faculty.</p> <p>Standard rubrics provide direct measures with categorical data.</p>	<p>80% of students will be assessed as demonstrating “adequate”, “strong”, or “superior” evidence for this learning outcome.</p>	<p>In ID-203, this outcome is measure in each student’s Capstone Poster and Capstone Book using the assessment rubric. The rubric is completed by the department chair.</p>	<p>Yes, we did meet our target.</p> <p>24 assessment items were collected for this learning outcome in this course.</p> <p>83% of students demonstrated “adequate” or better evidence for this learning outcome.</p> <p><i>See table for reported evaluations and analysis.</i></p>
<p>Outcomes in ID-102 Foundation Studio I were measured by Interior Design faculty.</p> <p>Standard rubrics provide direct measures with categorical data.</p>	<p>80% of students will be assessed as demonstrating “adequate”, “strong”, or “superior” evidence for this learning outcome.</p>	<p>In ID-102, this outcome is measured via assessment rubric. The assessment rubric is completed by the teaching faculty for this course at the end of the semester.</p>	<p>Yes, we did meet our target.</p> <p>38 assessment items were collected for this learning outcome in this course.</p> <p>97% of students demonstrated “adequate” or better evidence for this learning outcome.</p> <p><i>See table for reported evaluations and analysis.</i></p>

Learning Outcome 11 (continued)
S11 - Design Elements

ID-203	Responses	Unacceptable Outcomes			Acceptable Outcomes		
		Weak (0)	Inadequate (1)	Total Unacceptable	Adequate (2)	Strong (3)	Total Acceptable
Standard 11c	12	0	2	2 17%	8	2	10 83%
Standard 11d	12	0	2	2 17%	7	3	10 83%
Total	24	0	4	4 17%	15	5	20 83%

ID-102	Responses	Unacceptable Outcomes			Acceptable Outcomes		
		Weak (0)	Inadequate (1)	Total Unacceptable	Adequate (2)	Strong (3)	Total Acceptable
Standard 11c	19	0	1	1 5%	9	9	18 95%
Standard 11d	19	0	0	0 0%	10	9	19 100%
Total	38	0	1	1 3%	19	18	37 97%

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

- Data collected in both ID-203 and ID-102 were above the department’s acceptable level of student performance with significant strength identified in ID-102.

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

The department does not plan any adjustments to this portion of our curriculum.

Appendices (please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)

Response to Dean's Letter provided in attached document:
Component 7_Action Plan Progress -- Interior Design (B.A.).docx

Exit Survey Questions for CIDA Standards 8 and 9

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CIDA s8 - Design Process *

I comprehend and use all aspects of the design process to identify and explore design problems through the generation of multiple design concepts or design responses to programmatic requirements and generation of creative solutions that enhance the human experience in interior environments.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree

CIDA s9 - Design Communication *

I am an effective communicator both visually and verbally.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Component 7 – Reporting on Action Plan Progress

The purpose of this section is to report on progress with the action plan developed from the program review. This report should be submitted with the Student Learning Outcomes Assessment report one year after the program review is completed. The Academic Planning and Budgeting Committee will review this document.

Task 1 – Respond to the Dean’s Letter

1. *Continue to develop interdisciplinary connections on campus*

The Interior Design department is continuing to explore opportunities for interdisciplinary connections at Marymount. Since receiving this letter, the department has accomplished the following towards this goal:

- **Spring 2018** - Department participation in the Spring 2018 Ethics Awareness week which focused on Ethics and Food.
- **Fall 2018** Design-A-Thon which incorporated faculty from the physical therapy department and students from Arlington Tech (High School).

Moving forward, the ID department is engaging interdisciplinary connections on and off campus with the following initiatives:

- **2019-20** – Exploration of interdisciplinary courses with History (e.g. Museum Studies).
- **2019-20** – Exploration of new interdisciplinary “design studies” minor.
- **2020-21** Department-hosted Design-A-Thon to include participation from other departments across campus.

2. *Follow through on the items identified in the action plans*

Department Response: The table on the following page includes our action plan progress.

Task 2 – Report on action plan progress. Please identify the following:

- Goals – What did the program plan to accomplish over the next five years?
- Action Taken – Describe any actions taken to achieve goal. Include in this description the dates and any relevant information
- Progress – Describe any milestones achieved and what is required or necessary to achieve goal, if goal has not been achieved.

ACTION PLAN PROGRESS

GOAL	STRATEGY TO ACHIEVE GOAL	ACTION TAKEN	PROGRESS
Modify curriculum to support changing CIDA standards.	Annual review of CIDA standard revisions and CIDA future scans.	The department evaluated new CIDA standards as part of the curriculum session at the Summer 2019 department retreat.	In Progress The department's anticipated 2020-21 curricular revision will address changes to CIDA standards.
Modify curriculum to support the weaknesses the faculty identified when assessing the course projects and student work outcomes for CIDA accreditation	CIDA standards identified to outcomes in a single course will be implemented in studio courses for application of the standard to studio work	The department evaluated these weaknesses as part of the curriculum session at the Summer 2019 department retreat.	In Progress The department is actively reviewing these weaknesses with an anticipated 2020-21 curricular revision.
Strengthen transfer of knowledge from lecture & skills based courses to studios	Modify lecture courses to actively engage students in key content areas. Modify studio courses to reinforce application of key content.	The department evaluated these weaknesses as part of the curriculum session at the Summer 2019 department retreat.	In Progress The department is actively reviewing these weaknesses with an anticipated 2020-21 curricular revision.
Improve advising outcomes related to career advice and future education.	Work with faculty to increase career counseling with students.	The department has partnered with local professional organizations to create portfolio review and mock interview opportunities for our 4 th year students.	In Progress The department will continue to work on expanding opportunities for career advice with professional organizations and practitioners.
Increase quantity of full-time faculty teaching evening and late-afternoon courses.	Hire seventh FT faculty line (currently approved for a search)	The department hired a seventh TT faculty in Spring 2018. The department lost two TT faculty in 2018-19 (retirement and resignation) and currently has 6 full-time TT faculty and 2 Continuing Instructor lines.	In Progress Full-time faculty (including continuing instructors) are teaching evening and late afternoon courses in the graduate program.