Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

In the interior design program during the last three to five years, faculty have made many curriculum updates. Changes made as a result of assessment findings focus on best practice regulations, team and individual oral presentation, written communication, and evidence based design.

Best practice regulations change continually in a field with special impact on the health, safety, and welfare of the public. Faculty created a score for the senior project in 426, Non Residential Design, that reflects student accomplishment in dealing with codes and regulations, which will provide an indicator of how well the program is addressing these important issues. Oral and team presentation is a common activity in the field of design and combined with the natural reticence of students, faculty examined the methods used to promote presentation throughout our program. Rubrics and peer reviews have been incorporated into a gradual exposure approach culminating with an event called Critique Week where professional designers critique senior projects in 425, Advanced Residential Design. In 422, History of Interiors: Informed Design, students have writing assignments that use the vernacular of their field while addressing the importance and skill of clear writing. Writing is not utilized in the foundation courses at the University level as much as in the past. Students tend to come to us with either excellent writing skills or very poor ones, reflecting their K-12 experiences. Students write responses to readings and complete three papers all of which have rubrics and peer reviews. In all of these assessed areas, students have exceeded targets during the 2013-2014 academic year.

Mission / Purpose

The mission of the Interior Design Program at the University of Alabama is to provide students with competent entry level interior design skills with which to address the aesthetic, psychological, and environmental issues inherent in the health, safety, and welfare of people in interior space. The program seeks to develop in students an understanding of the responsibilities of a designer and the importance of design in the lives of all people.

Goals

G 1: Program Goals
To equip students with the knowledge and skill to:
1. Meet the design challenges presented by human needs, which are based in age, gender, health, socioeconomics, and culture within the practice of interior design.
2. Recognize the value of human diversity and develop appreciation and sensitivity for design based in different traditions.
3. Effectively solve design problems through collaboration in groups and between disciplines.
4. Meet their responsibilities as professionals faced with making responsible design choices for people and the natural environment.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 4: Best practice regulations
Interior design students will successfully interpret and apply best practice regulations (i.e., codes and guidelines) including safety, accessibility, and sustainability to designs for the built environment.

2013-2014

ASSESSMENT
Faculty conducted a pre-test for the NCIDQ in CTD 426 Advanced Design: Commercial OR Residential. The pre-test consisted of 11 questions from the first level of the NCIDQ, which graduating students may study for and take as soon as they graduate.

OUTCOME
The highest number of correct answers for the pre-test was 5.

Class discussion followed the exam and students became aware through the experience that an understanding of the practices in code language is necessary in order to correctly answer questions on the NCIDQ.

Connected Documents
- Assessment Measures
- Interior design curriculum map 1

Related Measures

M 7: Best practice score in CTD 426
75% of students will score 75 or higher on best practice regulations for a senior level project in CTD 426, graded by a rubric and confirmed by another faculty member.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of students will score 75 or higher on best practice regulations for a senior level project in CTD 426, graded by a rubric and confirmed by another faculty member.

**Finding (2013-2014) - Target: Met**
77% of students scored 75 or higher on best practice regulations for a senior level project, graded by a rubric and confirmed by another faculty member.

**M 8: Adherence to codes in CTD 326**
75% of students will score 75 or higher on the adherence to codes in the CTD 326 major project, graded by a rubric and confirmed by another faculty member.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
75% of students will score 75 or higher on the adherence to codes in the CTD 326 major project, graded by a rubric and confirmed by another faculty member.

**Finding (2013-2014) - Target: Met**
71% of students scored 75 or higher on the adherence to codes in the CTD 326 major project, graded by a rubric and confirmed by another faculty member.

**SLO 5: Demonstration of knowledge and skill**
Interior design students will demonstrate knowledge and skill in the use of the design process, including pre-design research, programming, schematic & orthographic drawing, and specifications.

**Related Measures**

**M 9: Peer review**
75% of CTD 426 students will receive a grade of 75 or higher on their use of the design process as determined by peer review and a grading rubric.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
75% of CTD 426 students will receive a grade of 75 or higher on their use of the design process as determined by peer review and a grading rubric.

**Finding (2013-2014) - Target: Met**
80% of the CTD 426 students received a grade of 75 or higher on their use of the design process as determined by peer review and a grading rubric.

**M 10: Studio presentation**
75% of CTD 426 students will receive a grade of 75 or higher on their use of the design process as determined by studio presentation evaluation.

**Source of Evidence:** Presentation, either individual or group

**Target:**
75% of CTD 426 students will receive a grade of 75 or higher on their use of the design process as determined by studio presentation evaluation.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Studio Presentation**
*Established in Cycle: 2011-2012*
ACTION PLAN 72% of students reached the established goal of 75% in successful studio presentation evaluation. Guest critics have...

**SLO 6: Oral and written communication**
Interior design students will communicate effectively in both oral and written formats.

**Connected Documents**
Assessment Measures
Interior design curriculum map 1

**Related Measures**

**M 11: Team presentation**
75% of CTD 425 students will receive a grade of 75 or higher for team presentation, utilizing peer review and a rubric.

**Source of Evidence:** Presentation, either individual or group

**Target:**
75% of CTD 425 students will receive a grade of 75 or higher for team presentation, utilizing peer review and a rubric.

**Finding (2013-2014) - Target: Met**
86% of the CTD 425 students received a grade of 75 or higher for team presentation, utilizing peer review and a rubric.

**M 12: Written Assignments**
80% of CTD 422 students will receive a grade of 75 or higher for the combined written assignments determined by peer review, a grading rubric and confirmation by another faculty member.

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Target:**
80% of CTD 422 students will receive a grade of 75 or higher for the combined written assignments determined by peer review, a grading rubric and confirmation by another faculty member.
Finding (2013-2014) - Target: Met
89% of CTD 422 students received a grade of 75 or higher for the combined written assignments determined by peer review, a grading rubric.

SLO 7: Use of evidence based design
Interior design students will demonstrate the ability to utilize evidence based design.

Connected Documents
Assessment Measures
Interior design curriculum map 1

Related Measures

M 13: Evidence based design
75% of students in CTD 426 will score 75 or higher on their use of evidence based design in the senior project, as determined by a rubric and confirmed by another faculty member.

Target:
75% of students in CTD 426 (or 422, 425) will score 75 or higher on their use of evidence based design in the senior project, as determined by a rubric and confirmed by another faculty member.

Finding (2013-2014) - Target: Met
98% of CTD 422 students received a grade of 75 or higher for the use of an evidenced based design research method in a project, utilizing a rubric.

M 14: Case studies as evidence based design for a project
75% of students in CTD 425 will score 75 or higher on their use of case studies as evidence based design for a project.

Target:
75% of students in CTD 425 will score 75 or higher on their use of case studies as evidence based design for a project.

Finding (2013-2014) - Target: Not Reported This Cycle
Not assessed 2013--14

SLO 8: Understanding of impact
Interior design students will demonstrate an understanding of the impact of the built environment on groups and individuals with varying needs, both homogeneous as well as multi-cultural. (Fall 2010 students became involved in the regeneration of Cordova, Alabama, enabling the successful achievement of this outcome.)

Connected Documents
Assessment Measures
Interior design curriculum map 1

Related Measures

M 15: Human needs impact
75% of students will receive a score of 75 or higher on the major project in CTD 425 on the impact of their design choices based on human needs. Project will utilize a rubric and confirmation from a second faculty member.

Target:
75% of students will receive a score of 75 or higher on the major project in CTD 425 on the impact of their design choices based on human needs. Project will utilize a rubric and confirmation from a second faculty member.

Finding (2013-2014) - Target: Not Reported This Cycle
Not assessed 2013--14

M 16: Special populations research
75% of students will receive a score of 75 or higher on their research for special populations in CTD 325, using a rubric and faculty confirmation.

Target:
75% of students will receive a score of 75 or higher on their research for special populations in CTD 325, using a rubric and faculty confirmation.

Finding (2013-2014) - Target: Not Met
58% of students received a score of 75 or higher on their research for special populations in CTD 325, using a rubric.

INTERPRETATION
The project for this class varies from semester to semester. The difficulty level of the research needed appears to have escaped many students.

CONCLUSION
Perhaps a modular approach to how research is achieved for these special populations projects would help with the consistency of student success.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Improvement strategy for Special Populations Research
Established in Cycle: 2013-2014
Faculty will meet to share the various approaches to research employed in the program. This will actually help to achieve more ...
Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Recognized quality

The program will improve and sustain a high level of recognized quality.

2012-2013
The interior design program has nurtured its ongoing recognized quality this year as well as paved the way for new challenges through the continued work on curriculum which we began a number of years ago. This year we were able to take the student learning objects for CIDA regarding drafting and AutoCAD BACK into our program from the engineering school. Faculty and our CIDA accreditation committee felt that we should be handling these important areas in our department. We accomplished that late in the spring of 2013.

We also have been working for sometime on developing a fixed schedule for the four years of our major which would insure a collectively appropriate background set of skills for each student as they progress through their major studios. Last fall, 2012, represents the first group of freshmen to begin the program using this fixed schedule which also finally brings our program in line with the 120 hours (down from 124) which administration feels makes us most competitive. We easily accomplished this by changing our approach to the studio art electives and reorganizing placement of some curriculum elements. A number of faculty have incorporated community partnership and engaged learning into their classes in order to support our College Strategic Plan which dictates that we increase the recognition of ways the University impacts the local community and the state as well.

2013-2014
Quality control for our interior design program has been supported this year in a number of ways. Our Mid Term CIDA Report (accreditation) has required that we revisit items noted by our site team as needing improvement (Our program received full six year accreditation in 2010) and compile information about steps we have taken to improve and the assessment we used and the results of that assessment. In addition to the self study aspect of this report, our program was recognized in an international competition called “Design 4 Disaster” in which we won second place. All members of faculty have active membership in one of the following: IDEC, IIDA, NCIDQ, or ASID. Each faculty member is encouraged to pursue professional development through conferences and CEU opportunities.

Connected Document
Assessment Measures

Related Measures

M 1: CIDA
The Council for Interior Design Accreditation (CIDA), 6 year review cycle.
Source of Evidence: Academic direct measure of learning - other

Target:
Accreditation

Finding (2013-2014) - Target: Met
2013-2014
Our Mid Term CIDA Report (accreditation) has required that we revisit items noted by our site team as needing improvement (Our program received full six year accreditation in 2010) and compile information about steps we have taken to improve, the assessment we used, and the results of that assessment. Our program is accredited through 2016.

M 2: NASAD review
The National Association of Schools of Art and Design (NASAD) has a 10 year review cycle.
Source of Evidence: Academic direct measure of learning - other

Target:
Accreditation

Finding (2013-2014) - Target: Met
2012-2013 This year we saw our enrollment slowly begin to rise from the lowest point in the recent economic down turn which was in 2010. We had a large group of 80 freshman in interior design. Efforts have been made by faculty to reach out to students who may be uncertain about interior design as a major and those who are finding the rigor of the program a steep learning curve. These efforts seem to have contributed to a stable group of students in the sophomore year. Completion of degree only went down about 11 students at the lowest point.

2013-2014 Enrollment for this year has again not reached the level of that we experienced before 2008. However, when examined in terms of trending, we are continuing to attract students at a level higher than the five years previous to 2008 which research tells us was probably a function of HGTV and the internet. By the junior year in 2012 we had 34 students in our major

OthOtcm 2: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completions.

2012-2013
This year we saw our enrollment slowly begin to rise from the lowest point in the recent economic down turn which was in 2010. We had a large group of 80 freshman in interior design. Efforts have been made by faculty to reach out to students who may be uncertain about interior design as a major and those who are finding the rigor of the program a steep learning curve. These efforts seem to have contributed to a stable group of students in the sophomore year. Completion of degree only went down about 11 students at the lowest point.

2013-2014
Enrollment for this year has again not reached the level of that we experienced in 2008. However, when examined in terms of trending, we are continuing to attract students at a level higher than the five years previous to 2008 which research tells us was probably a function of HGTV and the internet. By the junior year in 2012 we had 34 students in our major
in 2013 we had 39. Our graduation rate is still between 35 and 45 students each spring.

Connected Document
Assessment Measures

Related Measures

M 3: Enrollment and graduation rates
UA Office of Institutional Research and Assessment (OIRA) provided enrollment and graduation rates annually over the last 6 years for the Interior Design degree program.

Source of Evidence: Academic direct measure of learning - other

Target:
No target established.

Finding (2013-2014) - Target: Met
As of September 2013, there are 193 undergraduate students enrolled in Interior Design. Interpretation: The number of students went from 193 in Fall 2012 to 193 in Fall 2013. This represents no change in enrollment from last year. Conclusion: We expect to continue to increase or maintain this number of students enrolled in Interior Design.

Related Action Plans (by Established cycle, then alpha):

Plan for enrollment in Interior Design
Established in Cycle: 2013-2014
The preparation of a LOOK BOOK showcasing the program, students, and graduates was begun last year. We will update that and ma...

For full information, see the Details of Action Plans section of this report.

M 4: Recruitment and retention
Implementation and measure of success of recruitment and retention plan developed Spring 2011 through recording prospective students who visit campus and then actually enroll.

Source of Evidence: Academic direct measure of learning - other

Target:
No target established.

2013-2014
The new opportunity for students to change their major at will has produced a problem for office personnel in trying to target an authentic number of new majors. We are discussing how we might organize this differently in the future.

Other M 3: Program value
The program will be highly valued by its program graduates and other key constituencies it serves.

2012-2013
Our plans to organize a data base of graduates from the interior design program will codify a process that we have loosely used for many years. We call upon graduates in the field to put them in touch with new grads when they are looking for a position. This commitment seems a natural part of what we do as a faculty. It seems especially important that we make this process more transparent so that parents can see this as one of the strong points of the program.

2013-2014
Work continues on creating a data base for graduates through faculty interaction with students, social media, and alums. Our College is conducting its survey of graduates this year, which is normally done every five years. Going forward this survey will be conducted every other year providing information on the success rate of our graduates.

Connected Document
Assessment Measures

Related Measures

M 5: Graduating senior survey
Graduating Senior Survey was administered across UA 2008-2010

Source of Evidence: Academic indirect indicator of learning - other

Target:
No target established.

2013-2014
CHES will send out the customary survey every other year going forward. 2014-2015 will be a reporting year.

M 6: Alumni survey
The College of Human Environmental Sciences regularly administers an Alumni survey to all CHES graduates. A total of 470 HES alumni responded to this survey in 2010.

2013-2014
CHES survey will be sent out this year and reported for 2014-2015.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No target established.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Studio Presentation
ACTION PLAN 72% of students reached the established goal of 75% in successful studio presentation evaluation.
Guest critics have advised that students need more experience with presentation opportunities. Beginning in fall 2012 semester, the program will begin to set and meet incremental goals in student experience with studio presentation.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: Studio presentation  
Outcome/Objective: Demonstration of knowledge and skill

**Implementation Description:** Beginning in fall 2012 semester, the program will begin to set and meet incremental goals in student experience with studio presentation

**Projected Completion Date:** 07/2012  
**Responsible Person/Group:** Faculty

### Best Practice Foundation Classes Moved

Currently CTD 250 Building Construction and CTD 330 AutoCAD for Interior Design are being taught for the first time by CTD faculty in HES with the expectation that these foundation courses will improve student use of best practice regulations. The assessment plan for next year will show a change of this student learning outcome to include measurement in the skills taught in these classes as well as the senior CTD 426 class.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** High

**Implementation Description:** 75% of all students in CTD 426 as well as CTD 250 and CTD 330 will demonstrate knowledge of best practice regulations as determined by a rubric and confirmed by a second faculty member.

**Projected Completion Date:** 03/2014  
**Responsible Person/Group:** Whole faculty

### Improvement strategy for Special Populations Research

Faculty will meet to share the various approaches to research employed in the program. This will actually help to achieve more consistency in teaching research methods for interior design.

**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: Special populations research  
Outcome/Objective: Understanding of impact

**Projected Completion Date:** 04/2015  
**Responsible Person/Group:** Casey Faulkner, Lead

### Plan for enrollment in Interior Design

The preparation of a LOOK BOOK showcasing the program, students, and graduates was begun last year. We will update that and make it available for faculty to work with prospective students. The Dean will also have a digital version that can be used when she travels to donors and also as a link on the College website.

**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: Enrollment and graduation rates  
Outcome/Objective: Optimal level

**Implementation Description:** A LOOK BOOK has been created for interior design and will be updated for faculty use this year with prospective students. Also, An IDSA website will be updated and sent to prospective students.

**Projected Completion Date:** 09/2014  
**Responsible Person/Group:** Faculty and staff
Mission / Purpose

The mission of the Interior Design Program at the University of Alabama is to provide students with competent entry level interior design skills with which to address the aesthetic, psychological, and environmental issues inherent in the health, safety, and welfare of people in interior space. The program seeks to develop in students an understanding of the responsibilities of a designer and the importance of design in the lives of all people.

Goals

G 1: Program Goals
To equip students with the knowledge and skill to:
1. Meet the design challenges presented by human needs, which are based in age, gender, health, socioeconomics, and culture within the practice of interior design.
2. Recognize the value of human diversity and develop appreciation and sensitivity for design based in different traditions.
3. Effectively solve design problems through collaboration in groups and between disciplines.
4. Meet their responsibilities as professionals faced with making responsible design choices for people and the natural environment.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 4: Best practice regulations
Interior design students will successfully interpret and apply best practice regulations (i.e., codes and guidelines) including safety, accessibility, and sustainability to designs for the built environment.

Related Measures

M 7: Best practice score in CTD 426
75% of students will score 75 or higher on best practice regulations for a senior level project in CTD 426, graded by a rubric and confirmed by another faculty member.

Target:
75% of students will score 75 or higher on best practice regulations for a senior level project in CTD 426, graded by a rubric and confirmed by another faculty member.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Best Practice
Established in Cycle: 2011-2012
ACTION PLAN Findings suggest that 74% of students met target standard of 75% for achieving success on best practice regulation...

M 8: Adherence to codes in CTD 326
75% of students will score 75 or higher on the adherence to codes in the CTD 326 major project, graded by a rubric and confirmed by another faculty member.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of students will score 75 or higher on the adherence to codes in the CTD 326 major project, graded by a rubric and confirmed by another faculty member.

SLO 5: Demonstration of knowledge and skill
Interior design students will demonstrate knowledge and skill in the use of the design process, including pre-design research, programming, schematic & orthographic drawing, and specifications.

Connected Documents

Assessment Measures
Interior design curriculum map 1
**Related Measures**

**M 9: Peer review**

75% of CTD 426 students will receive a grade of 75 or higher on their use of the design process as determined by peer review and a grading rubric.

Source of Evidence: Academic direct measure of learning - other

**Target:**

75% of CTD 426 students will receive a grade of 75 or higher on their use of the design process as determined by peer review and a grading rubric.

**Finding (2012-2013) - Target: Met**

MET

78% of students met the target goal as determined by peer review and a grading rubric. In addition faculty discussed evaluation of peers and spent time discussing the importance and skill involved in being constructive with criticism.

**INTERPRETATION AND CONCLUSION**

Evaluation by peers is considered important in interior design because so much of design is conducted in teams. The peer evaluation, as reported last cycle, does seem to be inhibited by the students’ desire to avoid criticism or to be criticized, even when they fully understand that the process is positive. Faculty do feel that this should carry less weight in the final project grade and have changed the grading rubric accordingly.

**M 10: Studio presentation**

75% of CTD 426 students will receive a grade of 75 or higher on their use of the design process as determined by studio presentation evaluation.

Source of Evidence: Presentation, either individual or group

**Target:**

75% of CTD 426 students will receive a grade of 75 or higher on their use of the design process as determined by studio presentation evaluation.

**Finding (2012-2013) - Target: Partially Met**

PARTIALLY MET

70% of students in CTD 426 were successful with this target. Each senior group displays a different level of skill in presentation, however, this is the second year that students have not met the target percentage of success with their studio presentation skills.

**INTERPRETATION AND CONCLUSION**

Faculty have historically not been pleased with the presentation skills of the majority of students. A few have well developed skill in this area but for the majority it is just something they feel they have to get through. Even with careful instruction, they do not dress or prepare correctly for their presentations. Mentoring in the field helps their development after they graduate but it is difficult to impress upon them the importance of preparation and form for presentation in school. We need to introduce them to the experience of actually presenting to professionals.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Studio Presentation**

Established in Cycle: 2011-2012
ACTION PLAN 72% of students reached the established goal of 75% in successful studio presentation evaluation. Guest critics have...

**SLO 6: Oral and written communication**

Interior design students will communicate effectively in both oral and written formats.

**Connected Documents**

Assessment Measures
Interior design curriculum map 1

**Related Measures**

**M 11: Team presentation**

75% of CTD 425 students will receive a grade of 75 or higher for team presentation, utilizing peer review and a rubric.

Source of Evidence: Presentation, either individual or group

**Target:**

75% of CTD 425 students will receive a grade of 75 or higher for team presentation, utilizing peer review and a rubric.

**Finding (2012-2013) - Target: Met**

MET

83% of students received a 75 or better for team presentation, utilizing peer review and a rubric.

**INTERPRETATION AND CONCLUSION**

When working in teams, students tend to bring better efforts to the task. Perhaps the peer influence is a supportive dynamic as well as a stressful one. Being responsible to a team seems to enhance the learning planned for the experience.

**M 12: Written Assignments**

80% of CTD 422 students will receive a grade of 75 or higher for the combined written assignments determined by peer review, a grading rubric and confirmation by another faculty member.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

80% of CTD 422 students will receive a grade of 75 or higher for the combined written assignments determined
by peer review, a grading rubric and confirmation by another faculty member.

**Finding (2012-2013) - Target: Met**

90% of students met the goal of 75 or better on the combined writing assignments in CTD 422 determined by peer review, a grading rubric, and confirmation by another faculty member.

**INTERPRETATION AND CONCLUSION**
The introduction of the peer review into the writing process has increased student success with writing in CTD 422.

**SLO 7: Use of evidence based design**
Interior design students will demonstrate the ability to utilize evidence based design.

**Connected Documents**
Assessment Measures
Interior design curriculum map 1

**Related Measures**

**M 13: Evidence based design**
75% of students in CTD 426 will score 75 or higher on their use of evidence based design in the senior project, as determined by a rubric and confirmed by another faculty member.

Source of Evidence: Senior thesis or culminating major project

**Target:**
75% of students in CTD 426 will score 75 or higher on their use of evidence based design in the senior project, as determined by a rubric and confirmed by another faculty member.

**Finding (2012-2013) - Target: Met**

The class used for this student learning outcome was changed this year. The measurement was taken in CTD 422 which has refocused its history and writing to included the research process of evidenced based design. 92% of students scored 75 or better on their use of research in a team project presented to the class.

**INTERPRETATION AND CONCLUSION**
Faculty discussion overtime has revealed that research is treated in a number of different ways depending upon the background of the faculty member. It has become clear that defining our scope and goals for design research are necessary. Students fully believe that getting information on Google is research, with no caveats. To avoid setting this precedent, this year we exposed them to a class that examined all types of research techniques used in design and actually had them take part in some small projects. We feel this was successful but that we really need this to come much ealier in the curriculum. Finding the right moment where maturity and ability meets need is a challenge.

**M 14: Case studies as evidence based design for a project**
75% of students in CTD 425 will score 75 or higher on their use of case studies as evidence based design for a project.

Source of Evidence: Project, either individual or group

**Target:**
75% of students in CTD 425 will score 75 or higher on their use of case studies as evidence based design for a project.

**Finding (2012-2013) - Target: Met**

Students actually met and exceeded this target goal in two classes this year: CTD 425 and CTD 326. In 425 students continued their work creating drawings of buildings for the Historic Architecture Buildings Survey (HABS) in Cordova, Alabama, and CTD 326 students used case studies for their creation of an exhibit about residents at the local VA hospital. In each case: CTD 425-85% and CTD 326-82% students scored 75% or higher on using case studies as evidence for their projects.

**INTERPRETATION AND CONCLUSION**
The classes that employ engaged learning or community based partnerships seem to produce a higher level of interest in the students. In each case, the class itself was more hands-on and allowed the students more autonomy as well.

**SLO 8: Understanding of impact**
Interior design students will demonstrate an understanding of the impact of the built environment on groups and individuals with varying needs, both homogeneous as well as multi-cultural. (Fall 2010 students became involved in the regeneration of Cordova, Alabama, enabling the successful achievement of this outcome.)

**Connected Documents**
Assessment Measures
Interior design curriculum map 1

**Related Measures**

**M 15: Human needs impact**
75% of students will receive a score of 75 or higher on the major project in CTD 425 on the impact of their design choices based on human needs. Project will utilize a rubric and confirmation from a second faculty member.

Source of Evidence: Academic direct measure of learning - other

**Target:**
75% of students will receive a score of 75 or higher on the major project in CTD 425 on the impact of their design choices based on human needs. Project will utilize a rubric and confirmation from a second faculty member.

**Finding (2012-2013) - Target: Met**

87% of students scored 75 or higher on the major project in CTD 425 based on their design choices involving
satisfying human needs.

**INTERPRETATION AND CONCLUSION**

Again, students seem much more engaged when they can see and be involved with design as it impacts people. This should be an important aspect of all ID projects.

**M 16: Special populations research**

75% of students will receive a score of 75 or higher on their research for special populations in CTD 325, using a rubric and faculty confirmation.

Source of Evidence: Academic direct measure of learning - other

**Target:**

75% of students will receive a score of 75 or higher on their research for special populations in CTD 325, using a rubric and faculty confirmation.

**Finding (2012-2013) - Target: Met**

90% of students received a score of 75 or higher on their research for special populations in CTD 325.

**INTERPRETATION AND CONCLUSION**

The more research an interior design student can do, the better it seems they engage with their projects. This is an especially important class because so much of design is health care currently and we want our students to be competitive in the field. Faculty also feel that this is perhaps a pivotal point in maturation in the program where students are well positioned to understand the impact of design on the lives of all people.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Research for Special Populations**

*Established in Cycle: 2011-2012*

**ACTION PLAN**

The faculty Action Plan was implemented by an audit of where research is actually taught in the program, followed b...

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**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 1: Recognized quality**

The program will improve and sustain a high level of recognized quality.

**Connected Document**

Assessment Measures

**Related Measures**

**M 1: CIDA**

The Council for Interior Design Accreditation (CIDA), 6 year review cycle.

Source of Evidence: Academic direct measure of learning - other

**Target:**

Accreditation

**M 2: NASAD review**

The National Association of Schools of Art and Design (NASAD) has a 10 year review cycle.

Source of Evidence: Academic direct measure of learning - other

**Target:**

Accreditation

**OthOtcm 2: Optimal level**

The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Connected Document**

Assessment Measures

**Related Measures**

**M 3: Enrollment and graduation rates**

UA Office of Institutional Research and Assessment (OIRA) provided enrollment and graduation rates annually over the last 6 years for the Interior Design degree program.

Source of Evidence: Academic direct measure of learning - other

**Target:**

No target established.

**Finding (2012-2013) - Target: Met**

FINDINGS: As of September 2013, there are 193 undergraduate students enrolled in Interior Design. INTERPRETATION: The number of students went from 193 in Fall 2012 to 193 in Fall 2013. This represents no change in enrollment from last year. CONCLUSION: We expect to continue to increase or maintain this number of students enrolled in Interior Design.

**M 4: Recruitment and retention**

Implementation and measure of success of recruitment and retention plan developed Spring 2011 through recording prospective students who visit campus and then actually enroll.

Source of Evidence: Academic direct measure of learning - other

**Target:**

No target established.
OthOtm 3: Program value
The program will be highly valued by its program graduates and other key constituencies it serves.

Connected Document
Assessment Measures

Related Measures

M 5: Graduating senior survey
Graduating Senior Survey was administered across UA 2008-2010
Source of Evidence: Academic indirect indicator of learning - other
Target: No target established.

M 6: Alumni survey
The College of Human Environmental Sciences regularly administers an Alumni survey to all CHES graduates. A total of 470 HES alumni responded to this survey in 2010.
Source of Evidence: Academic indirect indicator of learning - other
Target: No target established.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Best Practice

ACTION PLAN
Findings suggest that 74% of students met target standard of 75% for achieving success on best practice regulations used in the senior level project. Faculty wish to examine, on a cyclical basis, each of the areas listed in the outcome.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Best practice score in CTD 426 | Outcome/Objective: Best practice regulations

Implementation Description: Discussed this fall at an initial faculty meeting to decide on a rotation.
Projected Completion Date: 07/2013
Responsible Person/Group: ID faculty

Research for Special Populations

ACTION PLAN
The faculty Action Plan was implemented by an audit of where research is actually taught in the program, followed by changes made to CTD 422 to incorporate research methods appropriate for design that go beyond case studies and Google.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Special populations research | Outcome/Objective: Understanding of impact

Implementation Description: Research skills will be introduced freshman year. ACTION PLAN The faculty Action Plan was implemented by an audit of where research is actually taught in the program, followed by changes made to CTD 422 to incorporate research methods appropriate for design that go beyond case studies and Google.
Projected Completion Date: 07/2013
Responsible Person/Group: Faculty

Studio Presentation

ACTION PLAN 72% of students reached the established goal of 75% in successful studio presentation evaluation. Guest critics have advised that students need more experience with presentation opportunities. Beginning in fall 2012 semester, the program will begin to set and meet incremental goals in student experience with studio presentation.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Studio presentation | Outcome/Objective: Demonstration of knowledge and skill

Implementation Description: Beginning in fall 2012 semester, the program will begin to set and meet incremental goals in student experience with studio presentation
Projected Completion Date: 07/2012
Responsible Person/Group: Faculty

Best Practice Foundation Classes Moved

Currently CTD 250 Building Construction and CTD 330 AutoCAD for Interior Design are being taught for the first time by CTD faculty in HES with the expectation that these foundation courses will improve student use of best practice regulations. The assessment plan for next year will show a change of this student learning outcome to include measurement in the skills taught in these classes as well as the senior CTD 426 class.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Implementation Description: 75% of all students in CTD 426 as well as CTD 250 and CTD 330 will demonstrate knowledge of best practice regulations as determined by a rubric and confirmed by a second faculty member.
Projected Completion Date: 03/2014
Responsible Person/Group: Whole faculty
Mission / Purpose

The mission of the Interior Design Program at the University of Alabama is to provide students with competent entry level interior design skills with which to address the aesthetic, psychological, and environmental issues inherent in the health, safety, and welfare of people in interior space. The program seeks to develop in students an understanding of the responsibilities of a designer and the importance of design in the lives of all people.

Goals

G 1: Program Goals
1. Meet the design challenges presented by human needs, which are based in age, gender, health, socioeconomics, and culture within the practice of interior design.
2. Recognize the value of human diversity and develop appreciation and sensitivity for design based in different traditions.
3. Effectively solve design problems through collaboration in groups and between disciplines.
4. Meet their responsibilities as professionals faced with making responsible design choices for people and the natural environment.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 4: Best practice regulations
Interior design students will successfully interpret and apply best practice regulations (i.e., codes and guidelines) including safety, accessibility, and sustainability to designs for the built environment.

Connected Documents
Assessment Measures
Interior design curriculum map 1

Related Measures

M 7: Best practice score in CTD 426
75% of students will score 75 or higher on best practice regulations for a senior level project in CTD 426, graded by a rubric and confirmed by another faculty member.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of students will score 75 or higher on best practice regulations for a senior level project in CTD 426, graded by a rubric and confirmed by another faculty member.

Finding (2011-2012) - Target: Met

FINDINGS
Students use of the design process in the CTD 426 senior project is determined by a grading rubric that conveys information for the pre-design research, programming, schematic, orthographic drawings and specifications. 76% earned 75 or above on developing design process skills.

INTERPRETATION
Faculty feel this outcome incorporates too many areas. While giving a good snapshot of success in the design process, it does not allow for pinpointing problems within the stated areas.

CONCLUSION
Faculty wish to examine, on a cyclical basis, each of the areas listed in the outcome. This will be discussed this fall at an initial faculty meeting to decide on a rotation.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Best Practice
Established in Cycle: 2011-2012
ACTION PLAN Findings suggest that 74% of students met target standard of 75% for achieving success on best practice regulation...

M 8: Adherence to codes in CTD 326
75% of students will score 75 or higher on the adherence to codes in the CTD 326 major project, graded by a rubric and confirmed by another faculty member.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of students will score 75 or higher on the adherence to codes in the CTD 326 major project, graded by a rubric and confirmed by another faculty member.

Finding (2011-2012) - Target: Met

FINDINGS
80% of students scored 75 or higher on adherence to codes in the CTD 326 major project, graded by a rubric
and confirmed by another faculty member.

INTERPRETATION
Faculty need to revisit the expectation of the 75% target established for this SLO.

CONCLUSION
The percentage of students scoring 75 or higher on adherence to codes in the 326 project may be too low.

SLO 5: Demonstration of knowledge and skill
Interior design students will demonstrate knowledge and skill in the use of the design process, including pre-design research, programming, schematic & orthographic drawing, and specifications.

Connected Documents
- Assessment Measures
- Interior design curriculum map 1

Related Measures

M 9: Peer review
75% of CTD 426 students will receive a grade of 75 or higher on their use of the design process as determined by peer review and a grading rubric.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of CTD 426 students will receive a grade of 75 or higher on their use of the design process as determined by peer review and a grading rubric.

Finding (2011-2012) - Target: Met

FINDINGS
88% of 426 students received a grade of 75 or higher on their use of the design process as determined by peer review and a grading rubric.

INTERPRETATION
Faculty feel that students tend to rate other students higher for their work than is sometimes appropriate.

CONCLUSION
The grade from the peer evaluation needs to carry a different weight in the overall evaluation.

M 10: Studio presentation
75% of CTD 426 students will receive a grade of 75 or higher on their use of the design process as determined by studio presentation evaluation.

Source of Evidence: Presentation, either individual or group

Target:
75% of CTD 426 students will receive a grade of 75 or higher on their use of the design process as determined by studio presentation evaluation.

Finding (2011-2012) - Target: Partially Met

FINDING
72% of students received a grade of 75 or higher on their use of the design process as determined by studio presentation evaluation.

INTERPRETATION
Faculty and guest critics feel that while the student work is well done, the students as a group need work on articulating their designs.

CONCLUSION
Beginning in fall 2012 semester, the program will need to set and meet incremental goals in student experience with studio presentation.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Studio Presentation
Established in Cycle: 2011-2012
ACTION PLAN 72% of students reached the established goal of 75% in successful studio presentation evaluation. Guest critics have...

SLO 6: Oral and written communication
Interior design students will communicate effectively in both oral and written formats.

Connected Documents
- Assessment Measures
- Interior design curriculum map 1

Related Measures

M 11: Team presentation
75% of CTD 425 students will receive a grade of 75 or higher for team presentation, utilizing peer review and a rubric.

Source of Evidence: Presentation, either individual or group

Target:
75% of CTD 425 students will receive a grade of 75 or higher for team presentation, utilizing peer review and a rubric.

Finding (2011-2012) - Target: Met

FINDING
80% of students received a grade of 75 or higher for team presentations, utilizing peer review and a rubric.
INTERPRETATION
A 5% higher percentage of students received 75 or higher than was expected for this measure.

CONCLUSION
Students work well in collaboration situations along with access to their instructor.

Finding (2011-2012) - Target: Met
Finding
80% of students received a grade of 75 or higher for team presentations, utilizing peer review and a rubric.

INTERPRETATION
Students work well in collaboration situations along with access to their instructor.

M 12: Written Assignments
80% of CTD 422 students will receive a grade of 75 or higher for the combined written assignments determined by peer review, a grading rubric and confirmation by another faculty member.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
80% of CTD 422 students will receive a grade of 75 or higher for the combined written assignments determined by peer review, a grading rubric and confirmation by another faculty member.

Finding (2011-2012) - Target: Met
Finding
86% of 422 students received a grade of 75 or higher for the combined written assignments determined by peer review, a grading rubric, and confirmation by another faculty member.

INTERPRETATION
The percentage of students receiving 75 or higher was 6% higher than the established goal.

CONCLUSION
Students were successful in meeting the standards established by the class.

SLO 7: Use of evidence based design
Interior design students will demonstrate the ability to utilize evidence based design.

Connected Documents
Assessment Measures
Interior design curriculum map 1

Related Measures

M 13: Evidence based design
75% of students in CTD 426 will score 75 or higher on their use of evidence based design in the senior project, as determined by a rubric and confirmed by another faculty member.

Source of Evidence: Senior thesis or culminating major project

Target:
75% of students in CTD 426 will score 75 or higher on their use of evidence based design in the senior project, as determined by a rubric and confirmed by another faculty member.

Finding (2011-2012) - Target: Met
Finding
78% of students scored 75 or higher in their use of evidence based design in their senior projects, as determined by a rubric and confirmed by another faculty member.

INTERPRETATION
Students scored 3% above the 75% established as the goal for the measure.

CONCLUSION
This has become an extremely important focus in the curriculum of interior design. Evidence based design is introduced in the sophomore year and its importance increases with each project. Students are successfully reaching the standard faculty has set.

M 14: Case studies as evidence based design for a project
75% of students in CTD 425 will score 75 or higher on their use of case studies as evidence based design for a project.

Source of Evidence: Project, either individual or group

Target:
75% of students in CTD 425 will score 75 or higher on their use of case studies as evidence based design for a project.

Finding (2011-2012) - Target: Met
Finding
79% of students scored 75 or higher on their use of case studies as evidence based design for a project.

INTERPRETATION
Students score 4% higher on this measure than the 75% expected.

CONCLUSION
The seniors in the program have had the opportunity to work on a community based partnership with the City of Cordova, AL. This has created a real world approach to design that has taught students the value of case
SLO 8: Understanding of impact
Interior design students will demonstrate an understanding of the impact of the built environment on groups and individuals with varying needs, both homogeneous as well as multi-cultural. (Fall 2010 students became involved in the regeneration of Cordova, Alabama, enabling the successful achievement of this outcome.)

Connected Documents
- Assessment Measures
- Interior design curriculum map

Related Measures

M 15: Human needs impact
75% of students will receive a score of 75 or higher on the major project in CTD 425 on the impact of their design choices based on human needs. Project will utilize a rubric and confirmation from a second faculty member.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of students will receive a score of 75 or higher on the major project in CTD 425 on the impact of their design choices based on human needs. Project will utilize a rubric and confirmation from a second faculty member.

Finding (2011-2012) - Target: Met
FINDING
76% of students received a score of 75 or higher on the major project in 425 on the impact of their design choices based on human needs.

INTERPRETATION
Students exceeded the goal for this measure by 1%.

CONCLUSION
Success with this measure reflects the involvement of the students in the real world impact of design which the program has fostered through design work with the City of Cordova as well as other experiences in the community concerning design.

M 16: Special populations research
75% of students will receive a score of 75 or higher on their research for special populations in CTD 325, using a rubric and faculty confirmation.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of students will receive a score of 75 or higher on their research for special populations in CTD 325, using a rubric and faculty confirmation.

Finding (2011-2012) - Target: Partially Met
FINDING
73% of students received a score of 75 or higher on their research for special populations in CTD 325, using a rubric and faculty confirmation.

INTERPRETATION
Student achievement 2% lower than expected on this measure. Students are required to do a great deal of research in 325 to assist them in understanding the design challenges of special populations. Unlike the real world experiences we provide them, the successful production of research relies on skills that hopefully have been in place since high school. Given one task to complete or one fact to find, our students have no problem, but give them several tasks or facts to find about a subject (such as the challenges of aging in place) and their ability to use critical thinking and synthesize a body of information is weak.

CONCLUSION
Faculty are examining ways to introduce the research skills earlier in the program that our students need to be successful in evidence based design.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Research for Special Populations
Established in Cycle: 2011-2012
ACTION PLAN: As a result of only partially meeting the goal of 75% (73% reported) of students being successful with research pro...

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 1: Recognized quality
The program will improve and sustain a high level of recognized quality.

Connected Document
- Assessment Measures

Related Measures

M 1: CIDA
The Council for Interior Design Accreditation (CIDA), 6 year review cycle.

Source of Evidence: Academic direct measure of learning - other

Target:
Accreditation
M 2: NASAD review
The National Association of Schools of Art and Design (NASAD) has a 10 year review cycle.
Source of Evidence: Academic direct measure of learning - other
Target: Accreditation

OthOtcm 2: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completions.
Connected Document Assessment Measures
Related Measures

M 3: Enrollment and graduation rates
UA Office of Institutional Research and Assessment (OIRA) provided enrollment and graduation rates annually over the last 6 years for the Interior Design degree program.
Source of Evidence: Academic direct measure of learning - other
Target: No target established.

M 4: Recruitment and retention
Implementation and measure of success of recruitment and retention plan developed Spring 2011 through recording prospective students who visit campus and then actually enroll.
Source of Evidence: Academic direct measure of learning - other
Target: No target established.

OthOtcm 3: Program value
The program will be highly valued by its program graduates and other key constituencies it serves.
Connected Document Assessment Measures
Related Measures

M 5: Graduating senior survey
Graduating Senior Survey was administered across UA 2008-2010
Source of Evidence: Academic indirect indicator of learning - other
Target: No target established.

M 6: Alumni survey
The College of Human Environmental Sciences regularly administers an Alumni survey to all CHES graduates. A total of 470 HES alumni responded to this survey in 2010.
Source of Evidence: Academic indirect indicator of learning - other
Target: No target established.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Best Practice
ACTION PLAN
Findings suggest that 74% of students met target standard of 75% for achieving success on best practice regulations used in the senior level project. Faculty wish to examine, on a cyclical basis, each of the areas listed in the outcome.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Best practice score in CTD 426 | Outcome/Objective: Best practice regulations
Implementation Description: Discussed this fall at an initial faculty meeting to decide on a rotation.
Projected Completion Date: 07/2013
Responsible Person/Group: ID faculty

Research for Special Populations
ACTION PLAN
As a result of only partially meeting the goal of 75% (73% reported) of students being successful with research produced for evidence-based design in their projects, faculty are examining ways to introduce the research skills earlier in the program that our students need to be successful in evidence-based design.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Special populations research | Outcome/Objective: Understanding of impact
Implementation Description: Research skills will be introduced freshman year.
Projected Completion Date: 07/2013
Responsible Person/Group: Faculty

Studio Presentation
**ACTION PLAN**

72% of students reached the established goal of 75% in successful studio presentation evaluation. Guest critics have advised that students need more experience with presentation opportunities. Beginning in fall 2012 semester, the program will begin to set and meet incremental goals in student experience with studio presentation.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Studio presentation  
**Outcome/Objective:** Demonstration of knowledge and skill  

**Implementation Description:** Beginning in fall 2012 semester, the program will begin to set and meet incremental goals in student experience with studio presentation  
**Projected Completion Date:** 07/2012  
**Responsible Person/Group:** Faculty