The University of Southern Mississippi

Detailed Assessment Report
2010-2011 Interior Design BS

Mission/Purpose

The interior design program prepares students for professional careers in commercial and residential design by encouraging creative and critical thinking skills that promote professional responsibility in the development of design solutions that enhance the quality of life and protects the health, safety and welfare of its users.

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

O 1: Professional Design Knowledge

Graduates will have attained the depth and breadth of professional design knowledge required to participate in entry level positions in a variety of interior design related professions.

Related Measures:

M 1: Internship Mentor Evaluation

Student Interns are evaluated using a program-designed rubric by the professional employer/mentor to assess the student`s 1) professional design knowledge, 2) computer knowledge, 3) design fundamentals, and 4) professional values in the areas of: a) client interaction, b) dependability, c) initiative, and d) attitude. Assessment by the mentor will be restricted to observations while the student is participating in a required structured professional internship with the firm. (ID 442, Interior Design Internship or AEC 496 Industrial Internship).

Source of Evidence: Field work, internship, or teaching evaluation

Documents:
- *2011 Mentor Evaluation*
- *2011 Mentor Survey Results*

Achievement Target:

85% of internship students will earn a total mean score of 3.8/5 or higher in each category on an evaluation completed by the professional mentor that assesses 1) professional design knowledge (Professional knowledge includes building codes, material selection, specifications, accessibility standards and estimating.)

Findings (2010-2011) - Achievement Target: Met

Fall 2010: ID 442 Internship not offered Spring 2011: ID 442 Internship not offered Summer 2011: N = 12 92% (11/12) scored a total mean score of 3.8/5 or higher in the category of 1) Professional Design Knowledge.

M 2: Interior Design Exit Survey

Graduating seniors will complete an exit survey relevant to preparation for entry-level employment and/or graduate school.

Source of Evidence: Exit interviews with grads/program completers

Document:

- *2011 Exit Survey*

Achievement Target:

75% or more of graduating seniors will agree or strongly agree that they feel prepared to obtain entry-level employment based on the skills and knowledge gained in their major.

Findings (2010-2011) - Achievement Target: Met

Total responses: N=9 (100%) 9/9 of graduating seniors agreed or strongly agreed that they felt prepared for an entry-level job. (Four seniors did not respond to this survey request.)

M 7: Senior Portfolio Review

Graduating seniors will submit a design portfolio for faculty review illustrating competency in 1) professional design knowledge 2) computer competency 3) design fundamentals and 4) verbal and non-verbal communication

Source of Evidence: Portfolio, showing skill development or best work

Document:

- *Senior Portfolio Rubric*

Achievement Target:

80% of graduating seniors will score at least 17.5/25 or 70% using a faculty designed rubric demonstrating competence in 1) professional design knowledge (material selection, codes, specifications, accessibility, etc.)

Findings (2010-2011) - Achievement Target: Not Reported This Cycle

Findings for this measure were not reported in 2010-2011 academic year. Prior to 2010-2011, the sophomore portfolio was used. Since a rubric was not developed at the time of the senior portfolio assignment, the portfolios did not meet expectations as some items were omitted in the senior portfolio. A rubric has been designed and has been uploaded in WEAVE for review. This rubric will be given to the seniors this fall (2011). Findings will be reported in the next annual assessment.

O 2: Computer Competency

Graduates will have demonstrated minimum proficiency in design related business software used in commercial and residential interior design. (i.e: word processing, spreadsheets, slide shows, digital design/drafting, photo editing, etc.)

Related Measures:

M 1: Internship Mentor Evaluation

Student Interns are evaluated using a program-designed rubric by the professional employer/mentor to assess the student`s 1) professional design knowledge, 2) computer knowledge, 3) design fundamentals, and 4) professional values in the areas of: a) client interaction, b) dependability, c) initiative, and d) attitude. Assessment by the mentor will be restricted to observations while the student is participating in a required structured professional internship with the firm. (ID 442, Interior Design Internship or AEC 496 Industrial Internship).

Source of Evidence: Field work, internship, or teaching evaluation

Documents:
- *2011 Mentor Evaluation*
- *2011 Mentor Survey Results*

Achievement Target:
85% of internship students will earn a total mean score of 3.8/5 or higher in each category on an evaluation completed by the professional mentor that assesses 2) Computer knowledge (to include 2D digital drafting programs, word processing, spread sheets, slide shows and 3D drawing and rendering programs.)

Findings (2010-2011) - Achievement Target: Met
Fall 2010: ID 442 Internship not offered Spring 2011: ID 442 Internship not offered Summer 2011: 100% (12/12) earned a total mean score of 3.8/5 or higher in 2) Computer knowledge.

M 3: Computer Application Proficiency
Students enrolled in ID 242, Portfolio Development, will demonstrate proficiency and understanding of various software media used by design professionals to communicate with clients.

Source of Evidence: Project, either individual or group

Achievement Target:
80% of students will score at least a 77/100 on each of the following components 1) portfolio component using photo editing/graphic software 2) the resume component using word processing software 3) the website component using publishing software.

Findings (2010-2011) - Achievement Target: Met
Fall 2010 N=20 85% (17/20) scored at least a 77/100 on the 1) portfolio component using photo editing/graphic software 90% (18/20) scored at least a 77/100 on the 2) resume component using photo editing/graphic software 85% (17/20) scored at least a 77/100 on the 3) website component using publishing software Spring 2011 Course not offered.

M 4: Digital Drawing/Drafting Proficiency
Students enrolled in ID 210/ID 311, Visual Literacy I and II will demonstrate minimum proficiency and understanding of digital drawing/design software used in the residential and commercial design professions.

Source of Evidence: Project, either individual or group

Achievement Target:
80% of students enrolled in ID-210 Visual Literacy I will score at least 77/100 on a project using computer aided design software. 80% of student enrolled in ID 311 Visual Literacy II will score at least a 77/100 on a project using 3D modeling/BIM software.

Findings (2010-2011) - Achievement Target: Met
Fall 2010: ID 210 and ID 311 not offered Spring 2010: ID 311 not offered. ID 210 offered. N = 14: 86% (12/14) of students enrolled in ID 210 Visual Literacy in Interior Design scored at least 77/100 on a project using computer aided design software.

M 7: Senior Portfolio Review
Graduating seniors will submit a design portfolio for faculty review illustrating competency in 1) professional design knowledge 2) computer competency 3) design fundamentals and 4) verbal and non-verbal communication

Source of Evidence: Portfolio, showing skill development or best work

Document:
- *Senior Portfolio Rubric*

Achievement Target:
80% of graduating seniors will score at least 17.5/25 or 70% using a faculty designed rubric demonstrating competence in 2) computer competency (i.e: digital drafting, rendering and photo editing software)

Findings (2010-2011) - Achievement Target: Not Reported This Cycle
Findings for this measure were not reported in 2010-2011 academic year. Prior to 2010-2011, the sophomore portfolio was used. Since a rubric was not developed at the time of the senior portfolio assignment, the portfolios did not meet expectations as some items were omitted in the senior portfolio. A rubric has been designed and has been uploaded in WEAVE for review. This rubric will be given to the seniors this fall (2011). Findings will be reported in the next annual assessment.

O 3: Design Fundamentals
Graduates will have a foundation in the fundamentals of art and design, theories of design, green design and human behavior.

Associations:
CIDA 2009 Standard 3

Related Measures:

M 1: Internship Mentor Evaluation
Student Interns are evaluated using a program-designed rubric by the professional employer/mentor to assess the student`s 1) professional design knowledge, 2) computer knowledge, 3) design fundamentals, and 4) professional values in the areas of: a) client interaction, b) dependability, c) initiative, and d) attitude. Assessment by the mentor will be restricted to observations while the student is participating in a required structured professional internship with the firm. (ID 442, Interior Design Internship or AEC 496 Industrial Internship).

Source of Evidence: Field work, internship, or teaching evaluation

Documents:
- *2011 Mentor Evaluation*
- *2011 Mentor Survey Results*

Achievement Target:
85% of internship students will earn a total mean score of 3.8/5 or higher on an evaluation completed by the professional mentor that assesses the intern's knowledge of 3) Design fundamentals (including elements and principles of design, design theory, green/sustainable design and human behavior.)

Findings (2010-2011) - Achievement Target: <u>Not Met</u>

Fall 2010: ID 442 Internship not offered Spring 2011: ID 442 Internship not offered Summer 2011: 83% (10/12) scored a total mean score of 3.8/5 or higher on 3) Design fundamentals.

M 7: Senior Portfolio Review

Graduating seniors will submit a design portfolio for faculty review illustrating competency in 1) professional design knowledge 2) computer competency 3) design fundamentals and 4) verbal and non-verbal communication

Source of Evidence: Portfolio, showing skill development or best work

Document:

- *Senior Portfolio Rubric*

Achievement Target:

80% of graduating seniors will score at least 17.5/25 or 70% using a faculty designed rubric demonstrating competence in 3) design fundamentals (i.e: elements and principles of design, design theory, green design and human behavior)

Findings (2010-2011) - Achievement Target: <u>Not Reported This Cycle</u>

Findings for this measure were not reported in 2010-2011 academic year. Prior to 2010-2011, the sophomore portfolio was used. Since a rubric was not developed at the time of the senior portfolio assignment, the portfolios did not meet expectations as some items were omitted in the senior portfolio. A rubric has been designed and has been uploaded in WEAVE for review. This rubric will be given to the seniors this fall (2011). Findings will be reported in the next annual assessment.

O 4: Professional Values

Graduates will develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness.

Associations:

CIDA 2009: Standard 2

Related Measures:

M 1: Internship Mentor Evaluation

Student Interns are evaluated using a program-designed rubric by the professional employer/mentor to assess the student`s 1) professional design knowledge, 2) computer knowledge, 3) design fundamentals, and 4) professional values in the areas of: a) client interaction, b) dependability, c) initiative, and d) attitude. Assessment by the mentor will be restricted to observations while the student is participating in a required structured professional internship with the firm. (ID 442, Interior Design Internship or AEC 496 Industrial Internship).

Source of Evidence: Field work, internship, or teaching evaluation

Documents:

- *2011 Mentor Evaluation*
- *2011 Mentor Survey Results*

Achievement Target:

85% of internship students will earn a total mean score of 3.8/5 or higher in each category on an evaluation completed by the professional mentor that assesses 4) professional values in the areas of a) client interaction b) dependability c) initiative and d) attitude.

Findings (2010-2011) - Achievement Target: Partially Met

Fall 2010: ID 442 Internship course not offered. Spring 2011: ID 442 Internship course not offered. Summer 2011: 83% (10/12) earned a total mean score of 3.8/5 in a) client interaction b) dependability and c) initiative. 92% (11/12) earned a total mean score of 3.8/5 in d) attitude.

M 5: Examination Ethics Questions

Students enrolled in ID 441, Professional Practices and Procedures, are introduced to professional ethics and will understand this concept.

Source of Evidence: Standardized test of subject matter knowledge

Achievement Target:

85% of students enrolled in ID 441 Professional Practices and Procedures will score a 77/100 or better on an exam/assignment designed to measure their understanding of the concept of professional ethics.

Findings (2010-2011) - Achievement Target: Not Reported This Cycle

ID 441 was not offered this academic year.

M 6: Professionalism Assignment

Students enrolled in ID 439/440, Contract Design I and II will exhibit the traits and values of a professional interior designer.

Source of Evidence: Performance (recital, exhibit, science project)

Achievement Target:

80% of students will earn a 79/100 on a semester long project documenting 1) Time Management: minimum score 16/20, 2) Reliability: minimum score 16/20, 3) Accountability: minimum score 16/20, 4) Self Motivation: minimum score 8/10 and 5) Professional Service: minimum score 23/30.

Findings (2010-2011) - Achievement Target: Partially Met

Fall 2010: N = 13 85% (11/13) students enrolled in ID 440, Contract Design II earned a 79 or higher on the professionalism project. 77% (10/13) scored a 16/20 on time management 77% (10/13) scored a 16/20 on reliability 100% (13/13) scored a 16/20 on accountability 92% (12/13) scored an 8/10 on self motivation and 77% (10/13) scored a 23/30 on professional service. Spring 2011: N = 13 85% (11/13) of students enrolled in ID 439, Contract Design I earned a score of at least 79/100 on the professionalism project. 85% (11/13) scored at least a 16/20 on time management; 69% (9/13) scored at least a 16/20 on reliability; 100% (13/13) scored at least a 16/20 on accountability; 100% (13/13) scored at least an 8/10 on self motivation and 85% (11/13) scored a 23/30 on professional service.

O 5: Design Communication (Verbal and Nonverbal)

Students will have developed competence in design communication to include non-verbal techniques such as drafting, sketching, rendering and visual boards as well as verbal communication techniques such as individual and/or group oral presentations.

Associations:
2009 CIDA: Standard 5

Related Measures:

M 3: Computer Application Proficiency
Students enrolled in ID 242, Portfolio Development, will demonstrate proficiency and understanding of various software media used by design professionals to communicate with clients.

Source of Evidence: Project, either individual or group

Achievement Target:
80% of students enrolled in ID 242 Portfolio Presentation will score at least a 77/100 on the verbal and nonverbal presentation component

Findings (2010-2011) - Achievement Target: Met
Fall 2010: N=20 100% (20/20) scored at least a 77/100 on the presentation component.

M 4: Digital Drawing/Drafting Proficiency
Students enrolled in ID 210/ID 311, Visual Literacy I and II will demonstrate minimum proficiency and understanding of digital drawing/design software used in the residential and commercial design professions.

Source of Evidence: Project, either individual or group

Achievement Target:
80% of students enrolled in ID-210 Visual Literacy I will score at least 77/100 on a project using computer aided design software. 80% of student enrolled in ID 311 Visual Literacy II will score at least a 77/100 on a project using 3D modeling/BIM software.

Findings (2010-2011) - Achievement Target: Met
Fall 2010: ID 210 and ID 311 not offered Spring 2010: ID 311 not offered. ID 210 offered. N = 14: 86% (12/14) of students enrolled in ID 210 Visual Literacy in Interior Design scored at least 77/100 on a project using computer aided design software.

M 7: Senior Portfolio Review
Graduating seniors will submit a design portfolio for faculty review illustrating competency in 1) professional design knowledge 2) computer competency 3) design fundamentals and 4) verbal and non-verbal communication

Source of Evidence: Portfolio, showing skill development or best work

Document:
• *Senior Portfolio Rubric*

Achievement Target:
80% of graduating seniors will score at least 17.5/25 or 70% using a faculty designed rubric demonstrating competence in 4) non-verbal communication (i.e: drafting, sketching, rendering and visual presentation)

Findings (2010-2011) - Achievement Target: Not Reported This Cycle
Findings for this measure were not reported in 2010-2011 academic year. Prior to 2010-2011, the sophomore portfolio was used. Since a rubric was not developed at the time of the senior portfolio assignment, the portfolios did not meet expectations as some items were omitted in the senior portfolio. A rubric has been designed and has been uploaded in WEAVE for review. This rubric will be given to the seniors this fall (2011). Findings will be reported in the next annual assessment.

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

Revamp NCIDQ Exam to Comprehensive Exam

The NCIDQ exam is a professional exam that requires a minimum of 2 years professional design experience under the direct supervision of a NCIDQ certified holder or licensed architect. The professional exam pass rate is between 60 - 70%; therefore, we cannot expect our students to outperform by scoring 77/100 on the exam. The Interior Design Program plans to develop a comprehensive multiple-choice exam based on the new NCIDQ exam format; however, we will select examination questions based on materials covered our coursework. We plan to provide a study guide and the opportunity to take a pre-test prior to taking the final exam. The exam will be given during spring 2012 semester as a course requirement for ID-490, Application of Design Theory.

Established in Cycle: 2007-2008
Implementation Status: Planned
Priority: High
Implementation Description: Initially Implemented spring 2009. Not reported in 2010/2011 - Test was administered but results were found invalid due to procedural changes in testing format
Completion Date: 03/01/2012
Responsible Person/Group: Program Coordinator and the Instructor of record for the ID-490, Advanced Application of Design Theory
Additional Resources Requested: New NCIDQ exam needed

Comprehensive Exam

Significant improvements were made from the 08-09 academic year; however, student performance is still below minimum expectation on the comprehensive exam. Students met expectations in elements and principles of design, history of interiors and visual communication, but they did not meet expectations in professional practice, building systems and codes. To address these weaknesses, the assessment team recommends that faculty provide handout materials covering content that will be on the comprehensive exam so student will know how to prepare for the exam. Faculty should stress to the students that specific content will be tested again on the comprehensive exam and inform students to mark or flag the content so they will know what to study for the exam.

Established in Cycle: 2009-2010
Implementation Status: On-Hold
Priority: High

Responsible Person/Group: Instructors for ID 441, ID 303, ID 325, ID 340/342, ID 439/440 and ID

490

Ethics

2010-2011: ID 441 was not offered. The ethics component will be measured next during spring 2012. 2009-2010: Student's understanding of ethics which is measured in ID 441 Professional Practices and Procedures was almost met with 84% of students meeting expectation. Overall, the performance shows improvement from the previous year.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High
Implementation Description: ID 441 is offered every other year. The program will assess this plan during spring 2012.
Responsible Person/Group: Instructor of record for ID 441.

Sophomore Portfolio Review - Now Senior Portfolio Review

2010-2011: The sophomore portfolio review was not conducted. Many sophomores have not been able to take the required art foundation courses due to the reduced offerings of sections for ART 101, 111, 112 and 113. Because many have not had these courses, the portfolios would not have met the minimum expectations. The program coordinator, with the help of Kathryn Lowery, determined that the senior portfolios could be used. A rubric was created that will be distributed to the senior class during the fall 2011 semester to report findings for this measure. The action plan will be reviewed in spring 2012. 2009-2010: Student performance in CAD did not meet expectation in the sophomore portfolio review, and the sketching results were marginal, barely meeting expectation. Student scores in CAD were low because several students did not provide examples of their CAD assignments in their portfolio. Submitted CAD examples showed weakness in understanding line weights, text heights and dimensioning. In order to meet this expectation next year, students will be advised to print out examples of their work to submit in their portfolio. The assessment team recommends that the instructors of ID 210 and ID 339 provide more assignments and opportunities for students to practice setting up line weights, text heights and dimensioning as homework and in-class assignments. Students will be informed by the program coordinator that they are responsible for getting their CAD assignments back from the instructor or they will be required to print out the samples again for their portfolio review. To improve sketching, students should continue to practice quick estimated drawings as weekly homework assignments in ID 238 and possibly ID 240.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Implementation Description: First implemented sophomore portfolio review in 2009-2010 No portfolio review implemented in 2010-2011 Portfolio review planned to be implemented at the senior portfolio level in spring 2012
Responsible Person/Group: Program Coordinator should confirm that student understand that actual samples are required for CAD. ID 210 instructor should assist in returning assignments for sophomore portfolio review. Instructors in ID 238 and ID 240 should implement additional sketching assignments. A rubric will be distributed to the seniors indicating the items that should be included for review in their portfolios.

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

The program surveyed the seniors following an eight week internship in July 2011 and found that 100% of graduates felt prepared for an entry-level position with an interior design firm. The internship host/mentors completed a survey of the student's overall performance, knowledge of the job, client interaction, dependability, initiative and attitude indicating similar results that graduates were well prepared to enter the profession. The mentor survey results indicated that 93% (26/28) mentors felt our graduates were above average to excellent in overall job performance. Students continue to show strength in using various software programs for communicating with clients as well as programs used for developing portfolios, resume's and digital websites. 92% of students enrolled in ID 442 Interior Design Internship scored "above average to excellent" in the category of job knowledge that reflects skills in material selections, preparing floor plans, writing specifications, rendering, developing presentation boards, design terminology and trade names. In addition, 92% of students enrolled in ID 442 Interior Design Internship scored "above average to excellent" in the category of attitude. Students continue to show strength in being accountable for their actions and setting realistic goals.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

Juniors and seniors in the Interior Design Program showed an overall weakness in professional values, specifically in time management, reliability and community service. The senior cohort scored lower than the juniors on the professionalism assignment. Students struggled with staying on track with project deadlines and found that they had to spend a lot of overtime to complete their projects. On an upnote, neither cohort complained or made excuses for their inability to stay on schedule and they took responsibility for their poor time management. The juniors met expectations in community service, but the seniors fell short of meeting the minimum expectations of participating in professional organizations and volunteerism. The capstone comprehensive exam continues to be a challenge for our program. While it was administered this year during the capstone course, the findings were found invalid due to it being administered as a class rather than individually. The program has decided to re-evaluate the exam format and the class in which it will be administered in hopes that it will be part of the next evaluation process. Because the sophomore portfolio submissions continue to lack adequate examples to fully evaluate design fundamentals, the program has decided to use the senior portfolios for the next assessment period. A rubric has been designed to assess professional design knowledge, computer competency, design fundamentals and verbal and non-verbal communication. The senior portfolios will be evaluated in spring 2012. For the past couple of years, the comments from the mentor and exit surveys indicated that the program should provide additional opportunities for working within budgets as well as estimating finish materials. Recent graduates felt that more opportunities for estimating materials would have better prepared them for the real world.

Annual Reports

Program Summary

2010-2011 was a very productive year for the Interior Design program. The program was visited by the Council for Interior Design Accreditation (CIDA) on November 13-16, 2011. Site visitors were Sally Ann Swearingen, Marjorie Kreeble and Morley Winnick. The program successfully met 12 of the 16 standards and partially met the remaining four standards to earn a 6-year reaccreditation. The next site visit will be in 2017. Also in November, the program sponsored area legislators and Lt. Governor Phil Bryant to an educational meeting to learn about the interior design profession. Legislators sat in on senior studio, ID 440, Contract Design II, and learned about the reason certification was being sought in the upcoming legislative session. Following the class visit, the legislators visited the CIDA exhibit in the Student Union and ate lunch at the Power House complements of the Mississippi Coalition for Interior Design Legislation (MCIDL). Students got a change to talk to legislators and express their desire to be recognized by the state of Mississippi as "Certified Interior Designers". A

follow up visit to the state capitol took place on January 19th where a group of 26 students participated in "Interior Design Day at the Capitol". A table displaying USM student work was placed in the rotunda and students asked for legislators to support the "Interior Design Certification Bill". On May 14th, Governor Haley Barbour signed the historic legislation into law and the interior designers in the state of Mississippi are now recognized as "Certified Interior Designers".

Margaret Lee, our administrative assistant, retired from the university in July 2011. As part of a retirement incentive, the program will be without a secretary in the 2011-2012 academic year. In addition to Margaret's retirement, adjunct professor, Janice Medina took a full time assistant professor position at The Sage College in Albany, NY. Janice taught a special topics course during spring semester 2011 in which students participated in a service learning project with the Historic Hattiesburg Downtown Association. The students focused on historic preservation and conducted research on various downtown structures and proposed design ideas for the structures. In September, 2011, Janice presented the student work from her class at an area conference in Tupelo, MS for the Main Street Association giving our program publicity with city planners and architects across the southern region.

Changes to the internship process were implemented during the spring 2011 semester. The program no longer mandates that ID 490 be a pre-requisite for internship, which allows students to intern during the spring semester along with being enrolled in the capstone course. Students are taking the Industrial Internship course in the spring and are now able to graduate as spring graduates. In addition, juniors are now able to intern the summer following successful completion of ID 439 Contract Design I and ID 340 Residential Design I. This change allows students to graduate in May rather than as a summer graduate which was typical in the past. The program had a successful group of competition winners at the annual American Society of Interior Designers Regional Student Career Day held in Ocean Springs, MS on September 24, 2011. Winners included: 1st Place Senior Portfolio: Meredith Lesher; 1st Place Hospitality: Meredith Lesher; 1st Place Residential: Katrina Rutledge; 1st Place Beginning Studio: Jordan Randall; 2nd Place Commercial Design: Katrina Rutledge; 2nd Place Hand Rendering: Mallory Hill; Honorable Mention Beginning Studio: Katrina Rutledge. The program competed against LSU, ULL, MSU, MC, LA Tech, UCA, and Harding University.

Continuous Improvement Initiatives

The program will continue to place emphasis on recruitment of high school and community college transfer students in conjunction with the recruitment efforts of the Architectural Engineering Technology Program. Of particular interest is developing an articulation agreement with Delgado Community College in New Orleans so students can transfer their coursework and complete their bachelor's degree in interior design at Southern Miss. Delgado is currently working on becoming an NKBA accredited program which would make alignment of the two programs ideal. The process of implementing a structured advisory board began in the spring of 2011. A majority vote approved merging the Interior Design Advisory Board with the Industry Advisory Board in Architectural Engineering Technology. We are excited about the opportunities this new board structures brings and look forward to recruiting additional members. The program is planning to conduct a nationwide survey of practicing interior designers and architects to determine what the industry is using for computer aided design (CAD) programs as well as building information management (BIM) and rendering programs. There is concern that some of the current programs being taught in the program may not be industry standards. The results of this study will help steer our program in the right direction for teaching computer technology in the classroom.

Closing the Loop

The program is pleased that our graduates are meeting and often exceeding the expectations for entry-level positions in the interior design profession. However, we continue to see a weakness in

time management and reliability within our studio classes and in their field (internship) experiences. Upper level interior design students will continue to be exposed to complex time management challenges in their upper-level studios. They will be required to document their time in and outside of class in order to prepare for the real world which operates on a "time-is-money" concept and often charges clients by the hour. Students will have to learn to make decisions more quickly and to stay on course with their plan of action in order to complete tasks in a timely manner. They will be asked to get more involved in community service initiatives as well as their professional organizations, and they will be required to document their service each semester.

The program continues to experience difficulty in administering a comprehensive exam and desires to resolve the logistics of how and when to administer the exam during the 2011-2012 academic year. Discussions of going back to the National Council for Interior Design Qualifications (NCIDQ) format and not associating the exam with the capstone class were discussed; however, no resolution has been approved to date. Progress was being made using the previous exam and significant improvements were documented during the last assessment period. Faculty had made a variety of improvements such as honing in on key learning objectives, modifying and adding additional course assignments and providing appropriate study guides for the comprehensive exam so that the exam would not be so intimidating. Further discussion will continue in hopes of developing an exam that will measure the senior's overall knowledge in 1) foundations of design (elements and principles, history, theory, etc.) 2) Codes and Accessibility standards 3) Building Systems and 4) Professional Practice to name a few.

The ethics component was not assessed this cycle since the course was not offered this cycle. Ethics will be reviewed in the upcoming spring 2012 semester as will the senior portfolio which did not get assessed this year since the rubric was not distributed in time to be utilized. The program will work hard to incorporate a better understanding of business ethics into our ID 441 Professional Practices course in spring 2012, and it has already distributed the grading rubric for the senior portfolio. We anticipate meeting the minimum expectations in both these two categories which were "not reported this cycle".