

Program/Degree: BS Interior Design

Department: CFS/D

College: CHHS

Date: June 2011

Program Mission: The ID program prepares students for a career in the interior design industry. Students have both hands on and theoretical approaches to the study of residential and commercial interior design.

Measurable Student learning outcomes (SLOs)	Place in curriculum where each outcome is addressed <i>(Indicate level of instruction)</i>	Academic years outcome was/will be assessed	Assessment/ procedures Methods/strategies	Summary of findings	Use of findings for program improvement
<p>1. Interior Design Students will exhibit technical interior design skills: floor plans/ layouts, elevations, color boards and other projects related to interior design in different media.</p> <p>The intent of the Design Week Interior Design Exhibition at the San Francisco Design Center Galleria is to provide the students with a venue where their work can be shown to the professional design community and the public at large</p>	<p>ID 240 Color and Design (I),</p> <p>ID 243 Delineation in Interior Design (D),</p> <p>ID 640 Interior Designs Solutions Residential (M),</p> <p>ID 641 Interior Designs Solutions Commercial (M),</p> <p>ID 645 Advanced Interior Design Solutions (M)</p>	2009-2011	<p>Students submit their work for evaluation by a committee consisting of students, industry professionals, and faculty. The best pieces of work that met the criteria were chosen for display.</p> <p>The students in ID 645 design and produce the display units and organize, plan and implement the exhibit as would be experienced in a professional situation.</p>	<p>Over 200 projects were evaluated for inclusion in both the 2010 and 2011 "Design Days" exhibit, and 85% of those evaluated in 2010 were chosen for display. Of those evaluated in 2011, nearly 100% were chosen for display. This high percentage was due to the careful explanation of what quality of projects were to be shown. The events held in an industry setting brought much publicity and praise of the program from the professional interior design community. Students gained</p>	<p>To continue to raise the "exclusivity" of being exhibited at this event, the standards for our student work will be raised. A showcase of student work is an important part of the mission of SFSU, especially as it directly relates to the community in which we live and the career paths of many of the students involved, especially since the Design Week Exhibit is housed and staged at the premier professional venue for design. This affords students the opportunity to exhibit</p>

				<p>specific new experiences including procuring the space, designing and producing the invitations and programs, developing a calendar for docents and getting volunteers. A reception was attended by faculty, staff, administrators, students, and their families, the design community, and in continuing numbers, Interior Design alumni, who work in the profession. It was a successful event. The students participating in this event have had many paid internship offers as well as job offers as a result of this exhibit of their work.</p>	<p>their work to both professional designers, and the public at large.</p>
--	--	--	--	---	--

<p>2. Students will exhibit critical thinking skills.</p>	<p>ID 600 Professional Development</p>	<p>2009-2011</p>	<p>Faculty critiques of student portfolios</p>	<p>In ID 600, in Spring 2010, 90% were A level. In Spring 2011, nearly 100% were at A level. This was because between 2010 and 2011, nearly all the Interior Design students went from physical portfolios to e-portfolios. (Most freeware e-portfolio programs are already pre-organized for maximum visual benefit.)</p>	<p>It was noted that the access to free portfolio software for students could be used for all levels of the program. Faculty are considering having students start scanning and exhibiting their work in an e-portfolio format, class by class, so that by the time they reach ID 600, their portfolio has been carefully crafted over the students' growth in their program. Faculty are currently working on a rubric to set standards for both the physical and digital portfolios.</p>
<p>3. Students will exhibit good oral presentation skills.</p>	<p>ID 600 Professional Development <i>and</i> ID 243 Delineation for Interior Designers <i>and</i> ID 343 Housing for</p>	<p>2009-2011</p>	<p>Faculty critiques of student oral presentations</p>	<p>ID 600 In Spring, 2011, out of 40 points, all 49 ID students achieved above 30 (or C level). In Spring 2010 & 2011, and Fall 2010, all students passed their oral presentations. In Fall</p>	<p>Faculty will continue to give practice to students before the ID 600 class. Oral presentations will continue.</p>

	People with Special Needs			2010, only one student had problems in oral presentation, and this was due to poor English skills.	
4. Students will exhibit cooperative team skills.	<p>Every ID class has at least one group project. The Interior Design courses that most strongly support the Design Week Exhibit are ID 240 (I) Color and Design, ID 243 (I) Delineation, ID640 (M) and 641 (M) ID Solutions, Residential and Commercial, and ID 645 (M) Advanced Design Solutions. In addition, the SFSU student organization (ASID) takes an active leadership role in the coordination and execution of this event.</p> <p>ID 343 Housing for People With Special Needs</p>	<p>Fall 2009 & Fall 2010</p> <p>Fall 2009 & Fall 2010</p>	<p>Design Week promotes student designs which are integrally related to the course offerings. Exhibits are created by groupings of our students and consist of the design and manufacture of the display units on which work is exhibited. This showcases both individual student work and the larger work which usually results from group projects, such as scale models and mosaics.</p> <p>ID 343 This class has the students divide into groups, find actual clients in the community in the form of non-profit organizations, and offer these nonprofit</p>	<p>The Design Week Exhibit was successful, as discussed above.</p> <p>ID 343 In the Fall of 2009 and 2010, a total of 14 nonprofit organizations benefitted from our students' expertise. In informal reflective evaluations students</p>	<p>This assessment strategy was found to be successful, and will be continued to be used to assess this SLO.</p> <p>ID 343 The assignment was modified it to include student groups acting as design firms, with the titles and responsibilities found within actual design firms.</p>

			organizations their design skills on a pro bono basis.	mentioned group interactions and teamwork interactions with ACTUAL clients on an ACTUAL project as their biggest learning experiences.	The first time this was done (Fall 2009) students found they did NOT like having to depend on other members of their group. The group members wanted to "do over" the work conducted by other members if they felt it was not up to standard. By Fall 2010, the students had already decided who their design firm members would be ahead of time, tending to choose others who had their same work ethic. Inter-student problems lowered considerably.
5. Graduates will exhibit satisfaction with their Interior Design Program.	All classes	2009-2011	A 44 item exit survey was developed for all graduating seniors to take. Most questions were pulled from learning objectives in major classes, and from CIDA documents (Council for Accreditation of	In May 2010, the results ranged between a low of 2.56 and a high of 1.29. "Availability of extra-curricular activities providing enrichment" was again the lowest ranking item. In the last assessment, it had	It is our thought that students are not recognizing offerings of outside opportunities for professional enrichment as "extra curricular activities." The faculty are now announcing these as

			<p>Interior Design). The scale was 1 to 5, where 1 was (high) “Frequently or very satisfied” and 5 was (low) “Frequently or very dissatisfied”</p>	<p>been a surprise as the faculty had worked on this item, moving it dramatically up the list from the 2004-2005 assessment to the 2006-07 assessment. In 2009, it was theorized the student ID group was less active, thus providing fewer field trips out of the classroom, and in addition, we had cut back some outside trips due to the escalating gas prices.</p> <p>As a result, faculty worked on getting the student ID group into a “highly active” mode, and succeeded, as student planned for and went on many extracurricular trips.</p> <p>The economy continues to inhibit the taking of many extra-curricular trips off campus, and we found that field trips on campus were not viewed by students as “extra-curricular events.”</p>	<p>such. Students tend to ask if these activities are to be “counted in their grade” and if not, tend to NOT take advantage of them. We wonder if they are actually ignoring the extra-curricular activities we offer. We are planning an exhibit entitled, <i>Extra-curricular activities providing enrichment</i> for the hallway outside the drafting lab. This might also be an opportunity to increase peer recognition profiling students who have participated and their opinions.</p> <p>The ID faculty will continue encouraging the student organization to be active in planning student activities.</p>
--	--	--	--	---	---