Assurance of Student Learning 2018-2019	
College of Health and Human Services	Applied Human Sciences Department
Interior Design and Fashion Merchandising #531	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: WKU IDFM students will demonstrate a knowledge of textile fibers according to generic origin, performance characteristics, and end-use appropriateness.

Instrument 1	Direct: Comprehensive exam in IDFM 223
Instrument 2	Direct: Fashion Merchandising students are required to use the knowledge for this course to complete an analysis of a purchased garment in IDFM 231 (Quality Analysis). Interior Design students are required to write specifications for furniture and draperies in IDFM 243 (Materials and Finishes).
Instrument 3	Direct: Portfolio

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met

Student Learning Outcome 2: WKU ID students will demonstrate a knowledge of significant movements, traditions and related theories in Interior Design, Material Culture, Architecture and Art.

Instrument 1	Direct: Analysis of Capstone Project in IDFM 402 Senior Design Thesis
Instrument 2	Direct: Portfolio including a presentation board and set of construction documents
Instrument 3	Direct: Oral Presentation

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met

Student Learning Outcome 3: WKU FM students will identify, analyze and forecast future industry trends in the acquisition of products and manufacturing of consumer goods

Instrument 1	**Direct:** Written Assignment
Instrument 2	Direct: Portfolio
Instrument 3	**Direct:** Oral presentation

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

Overall, the results from this assessment indicate that the mean scores for all SLOs has steadily increased and the program has reached and/or exceeded the self-reported assessment goals in each category. Adjustments in lectures and assignments have helped strengthen to program goals and outcome and are better preparing students for job in the field. The following recommendations came out of this year's assessment:

- Examination of learning outcomes for the core course and program outcomes:
  - Are we teaching what we say we are going to teach?
  - Are the learning outcomes measurable?
  - Are the learning outcomes formulated well?
- Learning Outcome 1- IDFM 223 written assignment: 95% scored "acceptable" when completing a written project to examine and evaluate the performance of fibers, fabrics, fabric construction and product end use and care. Five percent of the students performed "unacceptable". Based on faculty recommendations, IDFM 223 is continuing with the daily swatch book use and review to complement this project and to accentuate success of students.
- Learning Outcome 2- IDFM 402 Senior exam: 85% scored "acceptable" when completing the comprehensive exam. 15% of the students performed "unacceptable". Based on faculty recommendations, ID faculty will review previous course materials in each studio.
- Learning Outcome 3- IDFM 332 written assignment: 85 % scored "acceptable" when completing a written assignment identifying style historic components and finding comparable components in contemporary fashion.; 15% of the students scored "unacceptable". Based on faculty recommendations, IDFM 332 is requiring students to review style component glossary prior to the class assignment to correct misidentifying style components.

Student Learning Outcome 1			
Student Learning Outcome	WKU IDFM students will demonstrate a knowledge of textile fibers according to generic origin, performance characteristics, and end-use appropriateness.		
Measurement Instrument 1	**DIRECT measures of student learning:** Comprehensive exam: • Identification of fibers, yarns, knits and woven • Methods of testing fibers • Fiber types by identification and characteristics • Production of fibers into yard-goods		
Criteria for Student Success	A majority of students should score 85% or greater on the exam		
Program Success Target for this Measurement	55%	**Percent of Program Achieving Target**	85%
Methods	Students are required to complete a swatch booklet and notations of fiber content and analysis. Each student enrolled in the course completes a comprehensive exam at the end of the semester. Results are compiled at the end of the semester to review where problems in curriculum are.		
Measurement Instrument 2	**DIRECT measures of student learning:** Fashion Merchandising students are required to use the knowledge for this course to complete an analysis of a purchased garment in IDFM 231 (Quality Analysis). Interior Design students are required to write specifications for furniture and draperies in IDFM 243 (Materials and Finishes).		
Criteria for Student Success	A majority of students should produce an analysis or specification with a grade 85% or better		
Program Success Target for this Measurement	55%	**Percent of Program Achieving Target**	90%
Methods	At the completion of the portfolio course, each student is peered reviewed and reviewed by the instructor. Students are required to get feedback from a professional.		
Measurement Instrument 3	**DIRECT measures of student learning:** Students prepared a portfolio that contained the final artifact from each core course in the program (including the capstone course). The artifacts were used to produce a website that was peer reviewed along with the instructor of the course.		
Criteria for Student Success	A majority of students should score a 85% or better on their final portfolio		
Program Success Target for this Measurement	55%	**Percent of Program Achieving Target**	85%

Methods	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Core course and program outcomes were examined in relation to each of the program learning outcomes. Questions driving the change included a) Are we teaching what we say we are teaching? b) Are the learning outcomes measurable? and c) Are the learning outcomes of core courses appropriately designed to address program outcomes? For 2018-19, the Fashion Merchandising faculty IDFM 223 will continue with the daily swatch book use and review to complement this project and to accentuate success of students.

Follow-Up

Follow up will occur at the end of the spring 2020 semester

Student Learning Outcome 2			
Student Learning Outcome	WKU ID students will demonstrate a knowledge of significant movements, traditions and related theories in Interior Design, Material Culture, Architecture and Art.		
Measurement Instrument 1	**DIRECT measures of student learning:** Analysis of Capstone Project in IDFM 402 Senior Design Thesis		
Criteria for Student Success			
Program Success Target for this Measurement	55%	**Percent of Program Achieving Target**	90%
Methods	Students are required to produce the following: 1. Research documentation 2. Set of Construction Documents 3. Presentation Poster and 4. Oral Presentation.		
Measurement Instrument 2	**DIRECT measures of student learning:** Students prepared a portfolio that contained the final artifact from each core course in the program (including the capstone course). The artifacts were used to produce a website that was peer reviewed along with the instructor of the course.		
Criteria for Student Success			
Program Success Target for this Measurement	55%	**Percent of Program Achieving Target**	85%
Methods	At the completion of the portfolio course, each student is peered reviewed and reviewed by the instructor. Students are required to get feedback from a professional.		
Measurement Instrument 3	**DIRECT measures of student learning:** Write a specification and analyses for furniture, finishes and equipment piece based on appropriate usage		
Criteria for Student Success	A majority of students should score 85% or better on construction documentation.		
Program Success Target for this Measurement	55%	**Percent of Program Achieving Target**	90%
Methods	Each student submitted a set of construction documents that required ANSI (American National Standards Institute) and CIDA (Counsel of Interior Design Accreditation) standards. The sets were graded on those standards.		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	**Met**	**Not Met**

Actions

Analysis from past projects have shown that production of construction documents should be required for upper level studio course projects. Analysis of projects have shown that the IDFM 243 Materials and Finishes course needs to be delivered face to face instead of online.

Follow-Up

Follow up will occur at the end of the spring 2020 semester

	Student Learning Outcome 3			
Student Learning Outcome	WKU FM students will identify, analyze and forecast future industry trends in the acquisition of products and manufacturing of consumer goods			
Measurement Instrument 1	**DIRECT measures of student learning: :** Students submitted a written assignment identifying style historic components and finding comparable components in contemporary fashion			
Criteria for Student Success	Students should score 85% or better			
Program Success Target for this Measurement	55%		**Percent of Program Achieving Target**	85%
Methods	Written paper requiring documentation of research found.			
Measurement Instrument 2	**DIRECT measures of student learning:** Students prepared a portfolio that contained the final artifact from each core course in the program (including the capstone course). The artifacts were used to produce a website that was peer reviewed along with the instructor of the course			
Criteria for Student Success	A majority of students should produce a portfolio with an 85 or better grade			
Program Success Target for this Measurement	**55%**		**Percent of Program Achieving Target**	**85%**
Methods	At the completion of the portfolio course, each student is peered reviewed and reviewed by the instructor. Students are required to get feedback from a professional.			
Measurement Instrument 3	**DIRECT measures of student learning:** Oral presentation were required to access cognitive skills, opportunity to learn from their peers and to demonstrate their ability synthesize new ideas			
Criteria for Student Success	A majority of students should be able to deliver a professional presentation with an 85 or better grade			
Program Success Target for this Measurement	**55%**		**Percent of Program Achieving Target**	**85%**
Methods	Oral presentation with peer critique			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<mark>**Met**</mark>	**Not Met**
Actions				

Based on past performance the Fashion Merchandise faculty recommends that IDFM 332 require students to review style component glossary prior to the class assignment to correct misidentifying style components.

Follow-Up

Follow up will occur at the end of the spring 2020 semester

Name   Presentation Rubric

Description

Rubric Detail

Levels of Achievement

Criteria	Unsatisfactory	Emerging	Proficient	Advanced
EYE CONTACT	**0 to 4 points** No eye contact with audience, as entire report is read from notes.	**5 to 6 points** Displayed minimal eye contact with audience, while reading mostly from the notes.	**7 to 8 points** Consistent use of direct eye contact with audience, but still returns to notes.	**9 to 10 points** Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.
BODY LANGUAGE	**0 to 4 points** No movement or descriptive gestures.	**5 to 6 points** Very little movement or descriptive gestures	**7 to 8 points** Made movements or gestures that enhances articulation.	**9 to 10 points** Movements seem fluid and help the audience visualize.
POISE	**0 to 4 points** Tension and nervousness is obvious; has trouble recovering from mistakes.	**5 to 6 points** No movement or descriptive gestures.	**7 to 8 points** Makes minor mistakes, but quickly recovers from them; displays little or no tension.	**9 to 10 points** Student displays relaxed, self-confident nature about self, with no mistakes.
ENTHUSIASM	**0 to 4 points** Shows absolutely no interest in topic presented.	**5 to 6 points** Shows some negativity toward topic presented.	**7 to 8 points** Occasionally shows positive feelings about topic.	**9 to 10 points** Demonstrates a strong, positive feeling about topic during entire presentation.
ELOCUTION	**0 to 4 points** Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.	**5 to 6 points** Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	**7 to 8 points** Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	**9 to 10 points** Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.
SUBJECT KNOWLEDGE	**0 to 4 points** Student does not have grasp of information; student cannot answer questions about subject.	**5 to 6 points** Student is uncomfortable with information and is able to answer only rudimentary questions.	**7 to 8 points** Student is at ease with expected answers to all questions, without elaboration.	**9 to 10 points** Student demonstrates full knowledge by answering all class questions with explanations and elaboration.
ORGANIZATION	**0 to 4 points** Audience cannot understand presentation because there is no sequence of information.	**5 to 6 points** Audience has difficulty following presentation because student jumps around.	**7 to 8 points** Student presents information in logical sequence which audience can follow.	**9 to 10 points** Student presents information in logical, interesting sequence which audience can follow.
MECHANICS	**0 to 4 points** Student's presentation has four or more spelling and/or grammatical errors	**5 to 6 points** Presentation has three misspellings and/or grammatical errors.	**7 to 8 points** Presentation has no more than two misspellings and/or grammatical errors.	**9 to 10 points** Presentation has no misspellings or grammatical errors.

View Associated Items

Print   Close Window

Name	Project Rubric

Description

Rubric Detail

Criteria	Levels of Achievement			
	Unsatisfactory	**Emerging**	**Proficient**	**Advanced**
Design Process	**0 to 4 points** Relevant aspects of the design problem have not been identified or defined. Information and research findings have not been evaluated, selected and applied to the design	**5 to 10 points** Relevant aspects of the design problem have been identified and somewhat defined. Some of the information and research findings have been selected and applied to the design	**11 to 14 points** Relevant aspects of the design problem have been identified, but not defined in a clear and concise manner. Information and research findings have been evaluated, selected and applied to the design	**15 to 20 points** Relevant aspects of the design problem have been identified and defined in a clear and concise manner. Information and research findings have been evaluated, selected and innovatively applied to the design.
Communication	**0 to 4 points** Ideas are not clearly expressed in all written communication	**5 to 10 points** Ideas are expressed in all written communication, however some ideas are not clearly presented	**11 to 14 points** Ideas are clearly expressed in most of the written communication	**15 to 20 points** Ideas are clearly expressed in all written communication
F,F, & E	**0 to 4 points** Student's awareness of a broad range of materials and products is not evidenced in any of the materials and products selected for the project	**5 to 10 points** Student's awareness of a broad range of materials and products is evidenced in some materials and products selected for the project	**11 to 14 points** Student's awareness of a broad range of materials and products is evidenced in the majority of the materials and products selected for the project	**15 to 20 points** Student's awareness of a broad range of materials and products is evidenced in all materials and products selected for the project
Interior Construction	**0 to 4 points** Project does not demonstrate an understanding of how design solutions affect and are impacted by structural systems and methods	**5 to 10 points** Project demonstrates a basic understanding of how design solutions affect and are impacted by structural systems and methods	**11 to 14 points** Project demonstrates a solid understanding of how design solutions affect and are impacted by structural systems and methods	**15 to 20 points** Project demonstrates an extensive understanding of how design solutions affect and are impacted by structural systems and methods
Regulations/Codes	**0 to 4 points** Project does not demonstrates student's knowledge of sustainability guidelines	**5 to 10 points** Project demonstrates student's knowledge of basic sustainability guidelines	**11 to 14 points** Project demonstrates student's extensive knowledge of sustainability guidelines	**15 to 20 points** Project demonstrates student's extensive knowledge of sustainability guidelines, innovative techniques for incorporating sustainability are evident throughout the project

View Associated Items

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Line Review Evaluation Sheet

Points

Final Mood Board
- Establishes the mood   25
- Defines the color story
- Images are sharp and relevant

Presentation Board
- Line name is included
- Colorway Fabrics are neatly
  presented
- Layout is balanced
- Details for ordering the line are   100
  given
- Theme is reflected in each design
- Presented a unified group

Oral Presentation
- Based information on trend
  and Marketing report data
- Organized
- Communicated ideas with clarity   50
- Creative and Original ideas
- Professional and neat

Design Book
Trend Report -
  copy of written report
  copy of Powerpoint   100
Mood board
  printed copy of Photoshop project
Concept Board
  Photo of actual board
Presentation Board
  actual board
  photo of board
Competitive Analysis Spread sheet