

**Assurance of Student Learning
2019-2020**

College of Health & Human Services

Applied Human Services

Interior Design & Fashion Merchandising

Travis Wilson/Sheila Flener

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 ID students will demonstrate a knowledge of significant movements, traditions and related theories in Interior Design, Material Culture, Architecture and Art, and the principles, processes, and responsibilities that define the profession.

Instrument 1 Direct: 4th year comprehensive senior exam

Instrument 2 Direct: Analysis of Capstone Project in IDFM 402 Senior Design Thesis

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 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 Write a specification and analyses for either a garment or furniture piece based on usage

Instrument 3 Direct: Portfolio

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 ID students will demonstrate an understanding of the design process through pre-design, schematic design and design development to generate evidenced-based design solutions.

Instrument 1 Direct: IDFM 301 Residential project

Instrument 2 Direct: IDFM 302 Restaurant/Bar design project

Instrument 3 Direct: Portfolio

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.)

Students successfully met SLO 3. Assessment of SLO 2 was met with challenges related to COVID-19, as students were unable to complete one of the measurement instruments. Changes for improvement are planned for 2020-2021.

Related to SLO 1

- For the 2020/2021 semesters a new test bank was purchased that aligned with the NCIDQ examination. We will use the results from the 2020/2021 semesters to determine if curriculum needs to be reinforced or revised
- Previous final exams was 1% of the total grade of the course, for the 2020/2021 semesters the exam has been changed to 10% of the total grade of the course. We feel that students were not taking the exam seriously.

- For the 2020/2021 semesters, quizzes will be periodically given to reinforce the importance of the materials
- Due to Covid and the subsequent departure from the computer labs several students were unable to complete the senior thesis as past classes. Due in part of a lack of computers and software.
- For the 2020/2021 semesters the senior thesis course is now divided up into 3 due dates to allow for more feedback from the faculty.
- During our assessment, a weakness was found in basic knowledge of design concepts. During the 2020/2021 semesters, The faculty will be including in studio projects mood boards where the elements of design are demonstrated.


At the end of the 2021 Spring semester IDFM 402 will be evaluated based on the rubrics from the senior thesis and exit exam test scores. The faculty will determine where in the curriculum content needs to be reinforced or revised

Related to SLO 2, some actions are planned, yet the primary review and follow-up will occur related to this SLO, when students are able to complete measurement instrument 2.

Related to SLO 3:

- Curriculum has been revamped to push technology earlier in the major and implemented in the 2020/2021 semesters
- Design Manager has given free software to WKU to teach specifications, mark-ups and professional documents. The software will be taught during the 2020 fall semester. Faculty will assess for any improvement in studio projects.

Student Learning Outcome 1

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, and the principles, processes, and responsibilities that define the profession.																		
Measurement Instrument 1	<p>NOTE: Each student learning outcome should have <u>at least one direct measure of student learning</u>. Indirect measures are not required.</p> <p>1. All seniors are required to complete a 200 point exam. The exam questions cover seven key area that are tested by the National Council for Interior Design Qualificaton IDFX exam. The IDFX exam is the first part of three parts that can be taken by seniors or graduated students before two years of practice under a qualified license professional. The break down is show in the graph below:</p> <div style="text-align: center;">  <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Design Communication</td> <td>10%</td> </tr> <tr> <td>Human Behavior and the Design Environment</td> <td>10%</td> </tr> <tr> <td>Building Systems and Construction</td> <td>15%</td> </tr> <tr> <td>Furniture, Finishes, Equipment, and Lighting</td> <td>15%</td> </tr> <tr> <td>Programming and Site Analysis</td> <td>15%</td> </tr> <tr> <td>Construction Drawings and Specification</td> <td>20%</td> </tr> <tr> <td>Technical Drawing Conventions</td> <td>15%</td> </tr> </tbody> </table> </div>			Category	Percentage	Design Communication	10%	Human Behavior and the Design Environment	10%	Building Systems and Construction	15%	Furniture, Finishes, Equipment, and Lighting	15%	Programming and Site Analysis	15%	Construction Drawings and Specification	20%	Technical Drawing Conventions	15%
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Criteria for Student Success	A Score of 175 points out of 200 is considered as passing for the NCIDQ exam.																		
Program Success Target for this Measurement	90% of the class should score of 175 points out of 200	Percent of Program Achieving Target	The average score was of 81 points out of 200. 0 students met the 175 point goal																
Methods	<p>The exam is given online and the questions are reordered for each taker. The exam examines knowledge and competency in: design communication – building systems and construction – programming and site analysis – construction drawings and specification – human behavior and the design environment – furniture, finishes, equipment, and lighting – technical drawing conventions. Twenty students were assessed.</p> <p>The break-down is as follows:</p> <ul style="list-style-type: none"> • Programming and Site Analysis 15% • Human Behavior and the Design Environment 10% • Building Systems and Construction 15% • Furniture, Finishes, Equipment, and Lighting 15% • Construction Drawings and Specification 20% • Technical Drawing Conventions 15%. • Design Communication 10% 																		
Measurement Instrument 2	Analysis of Capstone Project in IDFM 402 Senior Design Thesis																		

Criteria for Student Success	Final semester seniors will demonstrate their knowledge of the principles and processes through production of a design scenario through programming, schematic, development and presentation by scoring 90 or higher on the Senior Thesis project.																																																																																							
Program Success Target for this Measurement	The average grade should be 90 or higher	Percent of Program Achieving Target	The average grade was 85																																																																																					
Methods	<p>Projects are graded through a rubric</p> <p style="text-align: center;">Senior Design Thesis Evaluation Rubric</p> <table border="1" data-bbox="527 375 1940 1162"> <thead> <tr> <th>Item</th> <th>Criteria</th> <th>Weight</th> <th>Excellent</th> <th>Good</th> <th>Average</th> <th>Poor</th> <th>Fail</th> <th>Rating</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Programming and research</td> <td>15</td> <td>15</td> <td>12</td> <td>9</td> <td>6</td> <td>0</td> <td></td> </tr> <tr> <td>2</td> <td>Innovation and creativity</td> <td>10</td> <td>10</td> <td>8</td> <td>6</td> <td>4</td> <td>0</td> <td></td> </tr> <tr> <td>3</td> <td>Coherence</td> <td>10</td> <td>10</td> <td>8</td> <td>6</td> <td>4</td> <td>0</td> <td></td> </tr> <tr> <td>4</td> <td>Functionality</td> <td>20</td> <td>20</td> <td>16</td> <td>12</td> <td>8</td> <td>0</td> <td></td> </tr> <tr> <td>5</td> <td>Fulfillment of project requirement</td> <td>15</td> <td>15</td> <td>12</td> <td>9</td> <td>6</td> <td>0</td> <td></td> </tr> <tr> <td>6</td> <td>Application of design principles</td> <td>10</td> <td>10</td> <td>8</td> <td>6</td> <td>4</td> <td>0</td> <td></td> </tr> <tr> <td>7</td> <td>Presentation</td> <td>20</td> <td>20</td> <td>16</td> <td>12</td> <td>8</td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>Total</td> <td>100</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>							Item	Criteria	Weight	Excellent	Good	Average	Poor	Fail	Rating	1	Programming and research	15	15	12	9	6	0		2	Innovation and creativity	10	10	8	6	4	0		3	Coherence	10	10	8	6	4	0		4	Functionality	20	20	16	12	8	0		5	Fulfillment of project requirement	15	15	12	9	6	0		6	Application of design principles	10	10	8	6	4	0		7	Presentation	20	20	16	12	8	0			Total	100						
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Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
 At the end of the 2021 Spring semester IDFM 402 will be evaluated based on the rubrics from the senior thesis and exit exam test scores. The faculty will determine where in the curriculum content needs to be reinforced or revised.

Next Assessment Cycle Plan
 This outcome will be access during the fall semester 2020/spring 2021 semesters

Student Learning Outcome 2			
Student Learning Outcome	A knowledge of textile fibers according to generic origin, performance characteristics, and end-use appropriateness.		
Measurement Instrument 1	A comprehensive exam is used to measure the student outcome. The exam comprises of 45% identification of fibers and 55% demonstrating knowledge of textile terms, fibers, manufacturing and testing. The exam is given face-to-face where students identify fibers from physical swatches.		
Criteria for Student Success	85% of the students make a B or higher on the final exam.		
Program Success Target for this Measurement	85% of the students will receive a grade of B or higher	Percent of Program Achieving Target	65% of the students received a grade of B or higher
Methods	<ul style="list-style-type: none"> • Students are required to put together swatch books with samples and take notes on how the fabric is produced, fiber contents • An additional set of swatch cards are passed around during lectures and reviews • Students are given 45 samples to identify during the final exam • 34 students were accessed 		
Measurement Instrument 2	Students in IDFM 321 are demonstrate a knowledge of the fashion industry by writing a specification and analyses for either a garment based on usage.		
Criteria for Student Success	Production of a research paper with a grade of 85% or better		
Program Success Target for this Measurement	A grade of 85% or better	Percent of Program Achieving Target	Due to COVID this project was not assigned
Methods	Students are required to take garment and analyze it to identify various aspects of design, materials, and construction and assess their effect on the quality, performance, appearance, and value of an apparel item.		

IDFM 231 WOVENS PROJECT

GARMENT COMPONENT	STITCH CLASS	STITCH TYPE	SEAM CLASS	SEAM TYPE	STITCH LENGTH
Waistband					
Belt loops					
Inseam					
Outer seam					
Front Rise					
Back Rise					
Pocket Bags					
Coin Pocket					
Darts (FRT)					
Darts (BK)					
Hem					
Zipper					
Snap/ button/ Buttonhole					
Yoke					
Cording used in waistband & around zipper to help make stitches stay permanent					

Class of stitches: 100, 200, 300, 400, 500, 600
 Stitch type: 101, 303, etc.
 Seam class: superimposed (SS), Lapped (LS), Bound (BS), Flat (FS)
 Seam type: See text and card provided.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

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

- IDFM 223 is continuing with the daily swatch book use and review to complement this project and to accentuate success of students.
- Faculty are exploring ideas such as scavenger hunts in clothing stores or furniture stores for students to identify fabrics
- Providing students will be able to attend class in the spring 2021, the garment project will be evaluated.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

At the end of the 2020/2021 semesters the faculty will access the exams and garment project to see if further work needs to be implemented.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

IDFM 223 and 231 will be reassessed Spring 2021

Student Learning Outcome 3

Student Learning Outcome

An understanding of the design process through pre-design, schematic design and design development to generate evidenced-based design solutions.

Measurement Instrument 1	IDFM 302 Restaurant/Bar design project																																												
Criteria for Student Success	85% or better grade on Bar/Restaurant project																																												
Program Success Target for this Measurement	The average grade will be 85% or better on the restaurant project.	Percent of Program Achieving Target	The Average grade for this project was 96%																																										
Methods	<p>Students produce a bar based on an analysis of the meaning of a Rock-n-Roll song lyrics. This project allows students to design starting with a concept to presentation of a project. 27 students were accessed</p> <div data-bbox="489 428 1575 1268" style="border: 1px solid black; padding: 10px;"> <p>Project Requirement</p> <table border="1" data-bbox="562 597 1522 1138"> <thead> <tr> <th colspan="4">Public Bar/Restaurant Project</th> </tr> <tr> <th></th> <th>Requirements</th> <th>Points Available</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Space Planning</td> <td>Commercial fixtures from appropriate vendors used? (no Revitcity used, 10 points will automatically be deducted)</td> <td rowspan="2">20</td> <td rowspan="2"></td> </tr> <tr> <td>Planning of space shows knowledge of appropriate codes and measurements were used (2 points deducted for each infraction)?</td> </tr> <tr> <td rowspan="2">Materials & Finishes</td> <td>Commercial vendors were used? (10 points will automatically be deducted)</td> <td rowspan="2">20</td> <td rowspan="2"></td> </tr> <tr> <td>Materials were used correctly?</td> </tr> <tr> <td rowspan="3">Renderings</td> <td>Finish and plumbing schedule were completed correctly?</td> <td rowspan="3">19</td> <td rowspan="3"></td> </tr> <tr> <td>Camera is placed to show the focal point in the room</td> </tr> <tr> <td>Quality of rendering (300 DPI)</td> </tr> <tr> <td rowspan="5">Presentation Board</td> <td>Did you forget to turn on the ceiling in the rendering?</td> <td rowspan="5">20</td> <td rowspan="5"></td> </tr> <tr> <td>18" x 24" Photoshop board with appropriate border? (300 DPI)</td> </tr> <tr> <td>Board with title, name, class and date, labels with no typos?</td> </tr> <tr> <td>Floor plan have room labels?</td> </tr> <tr> <td>Floor plan pushed?</td> </tr> <tr> <td rowspan="3">Design</td> <td>Was floor plan printed from Revit? (10 points will be automatically deducted)</td> <td rowspan="3">11</td> <td rowspan="3"></td> </tr> <tr> <td>Graphic Design principles used to put the board together?</td> </tr> <tr> <td>Did project show work beyond what was required? (Points will not be rewarded for minimum design of project).</td> </tr> <tr> <td colspan="2"></td> <td>100</td> <td></td> </tr> </tbody> </table> <p>Western Kentucky University Spring 2020 Flener</p> </div>			Public Bar/Restaurant Project					Requirements	Points Available	Points Earned	Space Planning	Commercial fixtures from appropriate vendors used? (no Revitcity used, 10 points will automatically be deducted)	20		Planning of space shows knowledge of appropriate codes and measurements were used (2 points deducted for each infraction)?	Materials & Finishes	Commercial vendors were used? (10 points will automatically be deducted)	20		Materials were used correctly?	Renderings	Finish and plumbing schedule were completed correctly?	19		Camera is placed to show the focal point in the room	Quality of rendering (300 DPI)	Presentation Board	Did you forget to turn on the ceiling in the rendering?	20		18" x 24" Photoshop board with appropriate border? (300 DPI)	Board with title, name, class and date, labels with no typos?	Floor plan have room labels?	Floor plan pushed?	Design	Was floor plan printed from Revit? (10 points will be automatically deducted)	11		Graphic Design principles used to put the board together?	Did project show work beyond what was required? (Points will not be rewarded for minimum design of project).			100	
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Measurement Instrument 2	IDFM 301 Residential project		
Criteria for Student Success	85% or better on Residential Project		
Program Success Target for this Measurement	85% or better	Percent of Program Achieving Target	84%
Methods	Students produce a residential project book		

Checklist: Total 100 points Possible

1 Point	Title Page
1 Point	Programming
1 Point	Inspiration
2 Points	Concept Statement
2 Points	Bubble Diagrams
1 Point	Schematic Design
2 Points	Exterior Elevations
2 Points	1st Floor Plan without furniture 3/32" Scale
2 Points	2nd Floor Plan without furniture 3/32" Scale
2 Points	Wall Section Drawing
2 Points	Lighting Plan
2 Points	Plumbing Schedule and Photos
2 Points	Powder Room Elevations
2 Points	Kitchen Elevations
2 Points	Bath Elevations
2 Points	Master Bathroom Elevations
2 Points	Stair Detail
4 Points	Rendered 1st Floor Plan
4 Points	Rendered 2nd Floor Plan
3 Points	Finish Schedule
3 Points	Finish Legend
3 Points	Interior Finishes
1 Point	Design Intent
2 Points	1 st Furniture Plan
2 Points	2 nd Furniture Plan
4 Points	Great Room Rendering
4 Points	Great Room Furniture Photos and Finishes
4 Points	Kitchen Rendering
4 Points	Kitchen Finishes
4 Points	Dining Room Rendering
4 Points	Dining Room Furniture Photos and Finishes
4 Points	Bedroom 1 Rendering
4 Points	Bedroom 1 Furniture Photo and Finishes
4 Points	Master Bedroom Rendering
4 Points	Master Bedroom Furniture Photo and Finishes
4 Points	Office Rendering
4 Points	Office Furniture Photo and Finishes
Total 100	

Due Date: October 7/9 by end of class.

FALL 2019 – FLENER, SHEILA S. DOE HOME

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.**Met****Not Met****Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)

- Curriculum has been revamped to push technology earlier in the major and implemented in the 2020/2021 semesters
- Design Manager has given free software to WKU to teach specifications, mark-ups and professional documents which will improve test scores for senior exam. The software will be taught during the 2020 fall semester.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

During 2020/2021 Semesters, the new curriculum schedule will be implemented along with teaching Design Manager. The faculty will access how this has improved studio projects.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

Projects will be assessed for IDFM 301 in the fall 2020 and IDFM 302 in the spring of 2021