

Assurance of Student Learning Report 2020-2021

College of Health & Human Services

Applied Human Services

Interior Design & Fashion Merchandising

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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

Based on your results, check 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

Based on your results, check 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

Based on your results, check 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 1 had improved scores. Once plans are implemented and we are back to 100% capacity we will see improvements.

Assessment of SLO 2 was met with challenges related to COVID-19, as students were unable to complete one of the measurement instruments. However we are pleased with the scores in instrument 1 of SLO 2 and will see greater changes once we are back to 100% capacity. Changes for improvement are planned for 2021-2022.

Related to SLO 1

- Due to the pandemic the new test bank was not implemented. However, since changing the percentage from 1% to 5%, we have seen an improvement in the test scores. We will be looking at the areas that need to be reinforced or revised at the end of the fall 2021 semester. We found during the assessment in 2019-20 that we had a weakness in the basic knowledge of design concepts. Assigning projects that reinforced those concepts. We have seen an improvement in projects by assigning mood boards that require this knowledge.
- Due to Covid and the small numbers being allowed to use computer labs, several students were unable to complete the senior capstone as successfully as previous years. We think there will be an improvement once we open back up full capacity. We will determine at the end of the spring 2022 semester if basic courses need to be reinforced or revised.

- Plans are being made to implement a capstone research course for the fall semester before the capstone project. We think this will better prepare the students to implement a thoroughly researched design program.


Related to SLO 2

- Test scores were greatly improved in IDFM 231 Textiles, when the requirement was made to pass the class a student must score 75% or better on the final exam. There were “0” D’s and F’s.
- Students were unable to complete instrument 2 due to the pandemic.

Related to SLO 3

- For the 2020/2021 semester, we pushed AutoCAD 2D to the fall, AutoCAD 3D to the spring, and Revit to the next fall semester. We have seen a great improvement in early studio work and improvements in the quality of work. We have had challenges with the pandemic decreasing the amount of students in the classroom and students having to use less than great laptops at home. We think we will continue to seek greater improvements once we get back into the classroom.
- The accreditation body CIDA now requires Design programs to engage students in multi-disciplinary team projects and/or involving experts from other disciplines throughout a project. To meet this goal, we teamed with Hospitality/Restaurant Management students for the Bar project. We found that we need to add content on working in teams to the project program.

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>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 Qualification 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="0" style="margin-left: auto; margin-right: auto;"> <tr> <td>■ Design Communication</td> <td>■ Human Behavior and the Design Environment</td> </tr> <tr> <td>■ Building Systems and Construction</td> <td>■ Furniture, Finishes, Equipment, and Lighting</td> </tr> <tr> <td>■ Programming and Site Analysis</td> <td>■ Technical Drawing Conventions</td> </tr> <tr> <td>■ Construction Drawings and Specification</td> <td></td> </tr> </table> </div>			■ Design Communication	■ Human Behavior and the Design Environment	■ Building Systems and Construction	■ Furniture, Finishes, Equipment, and Lighting	■ Programming and Site Analysis	■ Technical Drawing Conventions	■ Construction Drawings and Specification	
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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 200	Percent of Program Achieving Target	The average score was 131 points out of 200, the previous years average was 81. 0 students met the 175 point goal 27 students were accessed.								
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	75% of the students should have a grade of 90% or higher	Percent of Program Achieving Target	46% of the students received a grade of 90% or higher

Methods	Senior Design Thesis Evaluation Rubric								
	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						

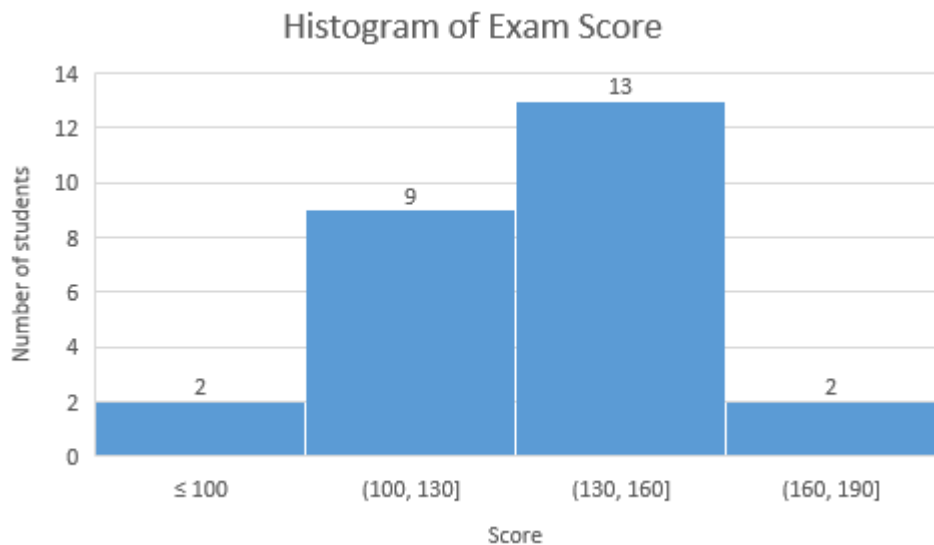
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Not Met
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Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)

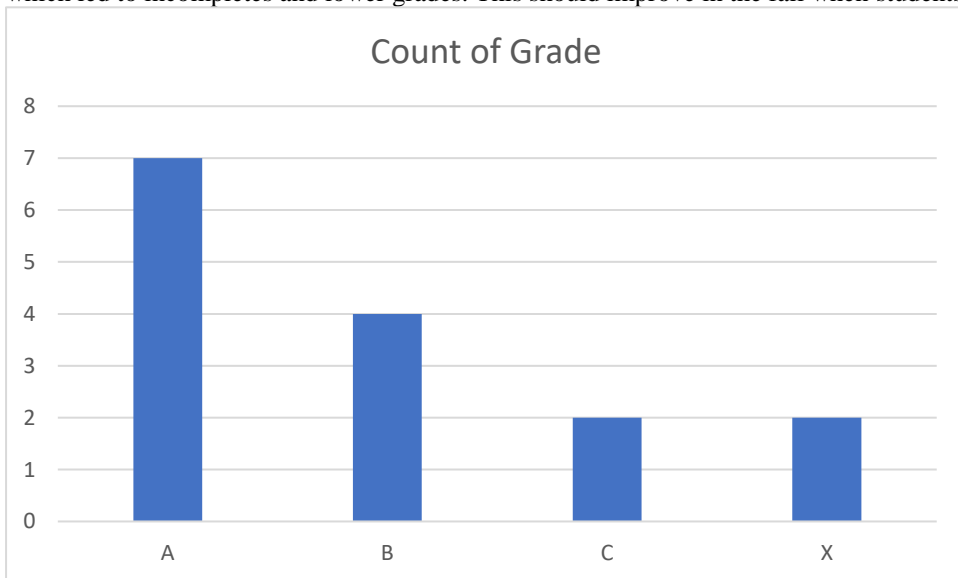
- The senior exam:** We raised the percentage of exam from 1% of the final grade to 5% of the final grade, which improved the attitude towards the exam. We also moved the exam to the fall semester because the fall semester is less stressful than the spring semester where students are completing their final project and job hunting. The exam scores are much higher than previous years.
- Senior Capstone:** We broke the final project into 3 parts which gave students goals to work towards instead of the usual method of allowing them to turn in the completed project by the end of the semester. This also allows the instructor to give more feedback during the critical phases.
- Portfolio:** We were forced to change the technology to produce portfolios with when Adobe dropped the program we were using. The professor for this course is working with an easier technology and we should see improvements in the quality of the product produced.

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

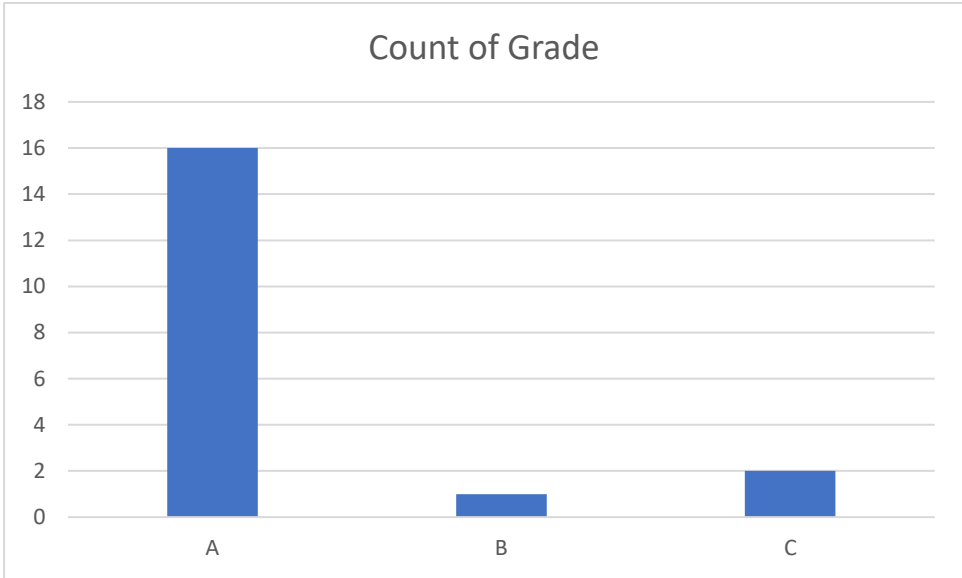
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Senior Capstone: The scores for this course are not bad. Given the pandemic and the course being taught online, there were issues with the availability of software for students which led to incompletes and lower grades. This should improve in the fall when students are back in the classroom.



Portfolio: The scores for this course are surprisingly good with the course being taught online.



Next Assessment Cycle Plan

This outcome will be access during the fall semester 2021/spring 2022 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	75% 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 • 27 students were assessed <div style="text-align: center;"> <p>IDFM 231 GRADES 2021</p> <table border="1"> <caption>IDFM 231 GRADES 2021</caption> <thead> <tr> <th>Grade</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>43%</td> </tr> <tr> <td>B</td> <td>32%</td> </tr> <tr> <td>C</td> <td>25%</td> </tr> </tbody> </table> </div>			Grade	Percentage	A	43%	B	32%	C	25%
Grade	Percentage										
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B	32%										
C	25%										
Measurement Instrument 2	Students in IDFM 321 demonstrate a knowledge of the fashion industry by writing a specification and analyses for 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.)

- The course nows requires students to score on the final exam a C or higher to pass this course. We will continue to see higher scores when we are able to have 100% capacity in the classroom. This spring, we had on average 3 attend face to face and the rest on zoom.
- Providing students will be able to attend class in the spring 2022, 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 2021/20221 semesters the faculty will access the exams and garment project to see if further work needs to be implemented.

Next Assessment Cycle Plan

This outcome will be access during the fall semester 2021/spring 2022 semesters

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 95%																																										
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> <p style="margin-left: 40px;">Project Requirement</p> <table border="1" style="margin-left: 40px; border-collapse: collapse; width: 80%;"> <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" style="text-align: center;">Space Planning</td> <td>Commercial fixtures from appropriate vendors used? (no Revitcity used, 10 points will automatically be deducted)</td> <td rowspan="2" style="text-align: center;">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="3" style="text-align: center;">Materials & Finishes</td> <td>Commercial vendors were used? (10 points will automatically be deducted)</td> <td rowspan="3" style="text-align: center;">20</td> <td rowspan="3"></td> </tr> <tr> <td>Materials were used correctly?</td> </tr> <tr> <td>Finish and plumbing schedule were completed correctly?</td> </tr> <tr> <td rowspan="3" style="text-align: center;">Renderings</td> <td>Camera is placed to show the focal point in the room</td> <td rowspan="3" style="text-align: center;">19</td> <td rowspan="3"></td> </tr> <tr> <td>Quality of rendering (300 DPI)</td> </tr> <tr> <td>Did you forget to turn on the ceiling in the rendering?</td> </tr> <tr> <td rowspan="5" style="text-align: center;">Presentation Board</td> <td>18" x 24" Photoshop board with appropriate border? (300 DPI)</td> <td rowspan="5" style="text-align: center;">20</td> <td rowspan="5"></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>Was floor plan printed from Revit? (10 points will be automatically deducted)</td> </tr> <tr> <td rowspan="2" style="text-align: center;">Design</td> <td>Graphic Design principles used to put the board together?</td> <td rowspan="2" style="text-align: center;">11</td> <td rowspan="2"></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 style="text-align: center;">100</td> <td></td> </tr> </tbody> </table> <p style="margin-left: 40px; margin-top: 20px;">Western Kentucky University Spring 2020 Flener</p>			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?	Finish and plumbing schedule were completed correctly?	Renderings	Camera is placed to show the focal point in the room	19		Quality of rendering (300 DPI)	Did you forget to turn on the ceiling in the rendering?	Presentation Board	18" x 24" Photoshop board with appropriate border? (300 DPI)	20		Board with title, name, class and date, labels with no typos?	Floor plan have room labels?	Floor plan pushed?	Was floor plan printed from Revit? (10 points will be automatically deducted)	Design	Graphic Design principles used to put the board together?	11		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	95.6% was the average score for this instrument.
Methods	<p>Students produce a residential project book</p>  <p>Checklist: Total 100 points Possible</p> <ul style="list-style-type: none"> 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" Furniture Plan 2 Points 2nd 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 <p>Due Date: October 7/9 by end of class.</p> <p style="text-align: center;">FALL 2019 – FLENER, SHEILA S. DOE HOME</p>		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Actions			

- 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

- Revamping the curriculum and pushing technology earlier has seen great improvements in student work.
- We have seen a problem with presentation documents that will be addressed in IDFM 221 this fall
- Design Manager did not work as well as we hoped due to limitations in how the software works in our labs. We plan to go back to old method of specifications and professional documents to improve student learning.

Next Assessment Cycle Plan

This outcome will be assessed during the fall semester 2021/spring 2022 semesters