**Annual Assessment Report for 2018-2019 AY**.

Department/Program: Art and Design/Interior Design -- Degree: Interior Design B.A.

Assessment Coordinator: Silvana Polgar

1. Please list the learning outcomes you assessed this year.

SLO 1.1: Apply the elements and principles of design and vocabulary

SLO 2.5: Create aesthetic and functional solution through the design process and through creative problem solving.

1. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

**ID 71: Design Studio II:** This course is the curriculum’s second studio course. The course enables students through the design process and critical thinking to research, analyze, and create functional and aesthetic design solutions. The course requires the application of elements and principles of design and human factors to deliver the project’s aesthetic and functionality. It leads students to the creation of interior environments that are functional and specific to support the diverse needs of demographics and social-cultural groups, including global perspectives. Faculty introduces different principles, theories, and skills to support students’ research, analysis and development of each project. The course requires the completion of three projects for which students apply the design process and through which they develop a variety of skills. The projects gradually increase in difficulties that pose more advanced challenges that require more sophisticated solutions. On any school day students receive faculty feedback and may discuss their projects with other students. Scheduled pin-ups and critiques allow students to communicate their design statements, ideas, and their project graphics, while they also receive input from faculty and other students.

The first project is based on the design of a Universal Design kitchen where functionality, aesthetics, principles and elements of design, and human factors blend to cater to the baby boomer generation or to a person with one or two different disabilities. Colors, finishes, materials, natural and artificial light, and space are elements and principles applied to the design.

The second project has global components and addresses the socio-economic and cultural needs of a cooperative of farmers in Ecuador. The application of sustainable design and principles and elements of design are important aspects of this project (e.g., color applications are specific to the culture). Students creatively utilize metal containers to plan required spaces and design a living environment appropriate to the farmers, their culture and their lifestyle.

The third project is based on mixed use and relates to the old concept of working downstairs and living upstairs, which is making a comeback in many towns in the U.S. and is considered part of “green”, sustainable urban living. Principles and elements of design are also part of this project (i.e., volumes, materials, finishes, colors).

All three projects include a design statement, analysis, research, case studies, and completion of design graphics: conceptual drawings, floor plan(s), elevations, and sections. Site plans are required for the second and third projects. A presentation board, comprising the design graphics, materials, finishes, and color schemes, is required for the third project.

The student learning outcomes derive from the third project. The measure of assessment is the project’s presentation board, in which a design statement, graphics, materials, finishes, and a color scheme is composed together to communicate the design solution and is supported by a framework of research, case studies, and analysis. During class, students enrich learning by discussing their projects with other students and participating in pin-ups and critiques. Students are required to use professional terms to present their projects to faculty and other students. They explain how they satisfy functionality and the needs of “their clients” by applying selected elements and principles of design and other required principles, design factors, design concepts, and space planning. A complex design process, critical thinking, aesthetics, functionality, creative problem solving, and application of elements and principles of design are displayed on the 18” x 24” presentation board through a design statement, graphics (site plan, floor plans, and elevations), furniture, light fixtures, materials, finishes, and a color scheme. The selected elements and applied principles of design concern the “client’s” profile and demographics and parameters of the project (e.g., location and size of windows and available natural light). The design statement on the board is expressed in professional terms.

The board is a graphic narrative of the project. Through the application of the principles and elements of design, students are able to demonstrate overall harmony, good balance, and functionality.

**Grading Rubric:**

The following are four criteria from the project’s grading rubric:

1) Quality of the work. Is it presented with good architectural graphics? Does it show clarity of intention? Is graphic evidence available for all phases of the design process? Is the project completed, including written material (when applicable)? Are the deliverables complete?

Points 0-25

2) Good analysis, research, and reading references that support the project.

Points 0-25

3) Application of principles and element of design, sustainability, and universal design.

Points 0-25

4) Good student collaboration with emphasis on learning.

Points 0-25

Possible points: 100

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

Projects differed in quality and application of the principles and elements of design, functionality, aesthetics, and related graphics. Nevertheless, at the end of the course, the majority of students demonstrated a high level of proficiency and substantial measurable progress of skills compared to the skills learned by the end of the last semester in the first studio class. Students who passed the course possessed the skills and knowledge required for the next studio class. Most of the students exceeded expectations or met expectations. One student barely met expectations. Two students’ work was below expectations. The following are the data:

Of the 19 students, 63% of students’ work exceeded expectations and demonstrated an excellent proficiency by fully adhering to the required rigorous work and exceptional class collaboration. They researched, analyzed, presented functional and creative spaces, and appropriately applied the principles and element of design in the first floor retail space and in the second floor residential space. Students demonstrated overall harmony, good balance, aesthetics, emphasis, and functionality of the project through the use of the space, forms and shapes, furniture design and materials, textures, colors, light, and alignments, all of which were components of the presentation boards. The good organization of the presentation boards allowed a reading and viewing fluidity. The scope and objectives of the projects were clearly and professionally stated. Analysis and research, which are tacitly an important part of the design process, were the strong framework that contributed to solid project solutions. Students exemplarily enhanced their learning by exchanging ideas with other students in class and during pin-ups and critiques.

Of the 19 students, 21% of students’ work met expectations and demonstrated a good proficiency by adhering to the required rigorous work and good class collaboration. Their research and analysis well supported the projects first and second floor designs with appropriate application of the elements and principle of design. The presentation boards had a good organization. The scope and objectives of the projects were clearly stated. Analysis and research strongly contributed to good project solutions. Students enhanced their learning by exchanging ideas with other students in class and during most of pin-ups and critiques.

Of the 19 students, 5% of students’ work barely met expectations and demonstrated an average proficiency by adhering to a bare sufficiency of the rigorous work requirements and class collaboration. Research and analysis sufficiently supported the project designs and application of the elements and principles of design. The presentation board organization and scope and objectives of the project were barely adequate. Exchange of ideas with other students was limited.

Of the 19 students, 11% of students’ work was below expectations and demonstrated extremely low proficiency. The students’ work was not completed and lacked any effort. Research and analysis did not support the projects.

1. What changes, if any, do you recommend based on the assessment data?

Based on data and calculations, the students who met or exceeded expectations and were proficient were the majority. Only one student barely met outcome expectations and minimum requirements and demonstrated an average proficiency. Two students did not meet expectations and demonstrated an extremely low proficiency, due of their considerably high number of absences. Students successfully expanded skills learned from the previous studio class (ID 7). The course offered students a set of skills that will sustain the next studio class.

No changes are necessary.

1. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

N/A

1. What assessment activities will you be conducting during the next academic year?

SLO 1.6: Experiment and communicate in three dimentional and organize three dimensional elements of line, shapes and plane, mass, space, texture and kinetic form.

SLO 2.6: Apply knowledge to create projects that support the cultural and social needs, consider human and user centered design, and present a solution for for cultural and social problems.

Direct Measures:

1) Design/Project

2) Presentation (2-D and 3-D)

Indirect Measures:

1) End of semester student interviews

2) Assignment of grades

Evaluation Method:

Rubric

7) What progress have you made on items from your last program review action plan?

A new Action Plan was submitted in Spring 2019. The following are the new plan’s related progress:

**A.** A new TT faculty position has been approved and the job description has been sent to the Provost. The Action Plan foresees the following action, outcomes, source of funds, benchmarks and timetables for the hiring of two tenure-track faculty:

1. **Faculty Tenure-Track Search and Hiring**

a) Action:

The hiring of two tenure-track faculty is essential to realizing the program’s vision. We are requesting two new hires in order to comply with CIDA’s expectations.

The Interior Design Program has struggled over the past seven years. The program has experienced a substantial decline in enrolled majors as illustrated in the graph below. Much of this decline may be due to economic conditions, which decimated Interior Design and its allied industries. The loss in enrolled interior design majors has leveled off with the availability of professional positions rebounding. Consequently, the program has reached a plateau in numbers. However, in order to rebuild a quality program, and service our existing student body, we need two additional tenure-track professors to successfully recruit and retain superior students. At the current level of staffing, we are unable to add new courses or schedule additional sections, which will be necessary to build the program to previous levels or to meet our recruiting goal of 150 majors by fall 2022.

**Number of Interior Design Majors by Year:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |

 **204 194 167 134 110 91**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |

 **76 65 70 68 64 68**

 b) Outcomes:

* To enhance curriculum and student learning in specific areas, which are essential to a comprehensive and fluid preparation to the Interior Design profession;
* To deliver curriculum and service the existing student population;
* To allow for growth in the student population in the Interior Design program

 c) Source of Funds:

 To be determined by the Dean.

 d) Benchmark and Timeline:

 Position 1.

 Job Description:

- Required Qualifications:

- BA, BS, BID Interior Design with an MA, MFA Interior Design or related field

- NCIDQ Certified, or may qualify within two years of appointment

- Minimum two years teaching experience in higher education

- Significant experience in the professional practice of interior design, with a background in theory and criticism, evidence based design, universal design, or sustainability.

 Timetable:

* Job announcement for the position: Fall 2019
* Job Posting: Fall 2019
* Search Committee formation: Fall 2019
* Advertising (IDEC website must be included): Fall 2019
* Screening process: Spring 2020
* Evaluation process: Spring 2020
* Interviews: Spring 2020
* Hiring: Spring 2020 for Fall 2020 to begin teaching

Position 2.

Job Description:

- Required Qualifications:

- BA, BS, BID Interior Design with an MA, MFA Interior Design or related field

- NCIDQ Certified, or may qualify within two years of appointment

- Minimum two years teaching experience in higher education

- Significant experience in the professional practice of interior design, with a background in Professional business practices, building standards, and codes, building environmental systems and integration, construction documentation and administration, project coordination and material specification.

Timetable:

* Job announcement for the position: Fall 2021
* Job Posting: Fall 2021
* Search Committee formation: Fall 2021
* Advertising (IDEC website must be included): Fall 2021
* Screening process: Spring 2022
* Evaluation process: Spring 2022
* Interviews: Spring 2022
* Hiring: Spring 2022 for Fall 2022 teaching

**B.** Revisions and changes of courses will allow adherence to CIDA (Council for Interior Design Accreditation) accreditation standards. They are in progress and will be completed by Spring 2020. The Action Plan foresees the following action, outcomes, and timeline:

1. **Curriculum Revisions and Changes**
* Action:

Revise and change courses to adhere to CIDA accreditation standards.

* Outcomes:
* To increase the quality and effectiveness of teaching.
* To expand students’ personal, academic, and professional learning experiences.
* To comply with CIDA Standards.

 Timeline for Curricular changes to Interior Design Program: Completion Spring 2020.

* Description of the following courses will be more specific to reflect class foci and curricula: ID 7, ID 43, ID 70, ID 71, ID 77, ID 110, ID 111, ID 113, ID 116, ID 120, ID 137.
* Description of the following courses will be more specific to reflect class foci and curricula: ID 130, ID 131, ID 133, ID 134, ID 145, ID 152, ID 150, ID 155.
* Revision/Change ID 7, ID 70, ID 71, ID 110, ID 113, ID 120, ID 130.
* Change to ID 7, ID 70, ID 71
* Studio class units from ID 7, ID 71, ID 112, ID 138, ID 145 will be lowered to 3 units from 4 units.
* Curriculum development: Addition of two new courses:

 ID 121 20th and 21st Century Theory & Criticism 3 Credit Units

 ID 125 Environmental Systems in Construction 2 Credit Units

* ID 149 will be revised to ID 149S (Service-Learning class) Fall 2019
* ID 134 will be revised to ID 134W with a Sustainability Component Fall 2020
* Development of CM Minor in collaboration with the Construction Management Dept.
* Development of Entrepreneurialship Business Minor in collaboration with Business Dept.
* LEED, WELL, CAPS, NCIDQ Intersession workshops/seminars, to be offered to student and professionals within Fresno, Winter and Summer 21

**C.**  A Recruitment Plan was created to bring the level of enrollment to a higher number. The Action Plan foresees the following actions, outcome, estimated cost, and source of funds:

**3. Student Recruitment**

Actions:

* Increase the enrollment of the program to the 2007 level;
* Increase the quality of the program by initiating the directives of the most recent CIDA recommendation attracting a new pool of student candidates;
* Build a stronger relationship with local high schools and community colleges;
* Increase program’s visibility trough social media;
* Create a communications campaign and opportunities for information; develop marketing material;
* Establish a support system with the University;
* Track the data
1. Outcome:

To increase the quality of the program resulting in increased enrollment in the number of Interior Design students to the 2007 level.

c) Estimated Cost for the Interior Design program:

* Social media campaign and mini video production which may be distributed to all digital and social media platforms: We will seek assistance and work collaboratively with Ben Kirk in the CAH Social Media office to create the digital media content – Spring 2019
* Websites: We will ask assistance and work collaboratively with Graphic Design Prof. Rusty to create a website which is compatible with the new Art & Design website – Spring 2019

e) Source of Funds: Art & Design Department

**D.** Interior Design will apply for reaccreditation in 2023. The Action Plan foresees the following actions, outcomes, estimated cost, source of funds, benchmarks and timeline:

**4. CIDA Reaccreditation (2023)**

1. Actions:
* Maintain the Interior Design program CIDA Accreditation;
* Hire Tenure-Track Faculty with the qualifications necessary to meet CIDA Accreditation standards;
* Existing Faculty must maintain and update professional memberships and certifications as directed by CIDA Accreditation requirements
1. Outcomes:
* To satisfy the highest professional and educational standards that are transferable toward an entry-level professional position. An emphasis is placed on educating the student body for timely professional certification of the NCIDQ.
* To enhance curriculum and learning, and to satisfy CIDA Accreditation expectations
1. Estimated Cost:
* The administrative fee for the site visit: $ 3,000;
* Site visitor fee: $700;
* Visiting Team Initial Cost $5,100.00
* Expenses related to the visit, including Visiting Team transportation, lodging, and meals: $1000 for the team visit;
* Annual CIDA Accreditation fee: $2,000.
1. Source of Funds: Department, Dean’s Office, Undergraduate Studies, and University.
2. Benchmark and Timeline:
* Progress Report: March 1, 2020
* Request for Review: February 2021;
* Self-study: February 2021-February 2022;
* Preparation of the (PAR): February 2022-February 1, 2023 (due eight weeks prior the visit);
* Site visit: April 2023 (to be confirmed by CIDA);
* Expected Visiting Team Report: July 2023;
* Expected Accreditation: September 2023.

**E.** Professional development of faculty follows the recommendations from the CIDA 2016 visit. The Action Plan foresees the following actions, outcome, estimated cost, and source of funds:

**5.** **Professional Development of Faculty:**

a) Actions:

As directed by the most recent CIDA reaccreditation each faculty member must maintain professional certification and professional memberships. Professional memberships require .5 CEU per year to maintain qualification for memberships and .6 CEU for the NCIDQ. Tenure Track and Tenure Faculty will be required to update educational credentials through certification in the following Professional design and construction affiliated organizations.

* NCIDQ (National Council for Interior Design Qualification)
* LEED (Leadership in Energy and Environmental Design)
* WELL (WELL Building Standards)
* CAPS (Certified Aging in Place)

b) Outcome: Faculty will remain up to date in their respective specialization within the field which is driven by codes and regulations as well as an ever-changing landscape due to technological advancements within the industry. The Faculty will maintain their professional certification and memberships in a minimum of the following two organization.

 c) Estimated Cost:

 Per Faculty Member-

* NCIDQ Certification $3,000.00
* LEED Certification $500.00
* WELL Certification $ 1,000.00
* CAPS Certification $700.00

 d) Source of Funds:

Professional development funds, Departmental funds, Dean’s support. Cost of travel funds from Foundation.

**F.** Interior Design will remodel, increase, and update and add new technology to spaces, as they are necessary to deliver the program. The Action Plan foresees the following actions, outcomes, estimated costs, source of funds, and timelines:

**6. Spaces**

1. Actions:
* Remodel and acquisition of CA 212;
* Access to remodeled CA 228 (Photography lighting lab) for ID Lighting class lab;
* New technology space(s) to accommodate 3-D printing, CNC router, digital mapping, and a Virtual Reality station in discussion with the Dean.

b) Outcomes:

* To support excellence in teaching;
* To support student excellence in learning, collaborating, creating, and innovating.
* To support student learning in the latest technological advancements which are prevalent in the professional industry.

 c) Estimated Cost:

* Furniture, furnishing and remodel of CA 212: $25,000.00
* Furniture, furnishing and remodel of CA 228: Estimated cost TBA
* Furniture, furnishing and remodel of new technology space(s) in discussion with the Dean.

 d) Source of Funds:

Department and External Community Donors

 e) Timelines:

* CA 212 design of floor and furniture plan by Interior Design students and faculty: Spring 2020. Remodel summer 2020.
* CA 228 design of floor and furniture plan: Spring 2020. Remodel: Summer 2020
* Design of floor and furniture plan of new technology space(s) by Interior Design students and faculty: Spring 2020. Remodel: Summer 2020

**Scale/Rubric (from ID 71 Syllabus)**

Each project will be evaluated and graded on the following essentials (rubric):

A) Quality of the work. Is it presented with good architectural graphics? Does it show clarity of intention? Is graphic evidence available for all phases of the design process? Is the project completed, including written material (when applicable)? Are the deliverables complete?

Points 0-25

B) Good analysis, research, and reading references that support the project.

Points 0-25

C) Application of principles and element of design, sustainability, and universal design.

Points 0-25

D) Good student collaboration with emphasis on learning .

Points 0-25

Possible points: 100

**Description of the project**

**ID 71**

Project 3

Mixed Use Project

Description of the Project

The rectangular area presented to you (30’x60’) is the corner of a building, part of a series of attached (through party walls) mixed use small buildings, architecturally nondescript, from approximately 1945 and located in downtown Santa Rosa, California. The building has been renovated and changed several times over the decades. There are several businesses, boutiques and cafes in the area of the project forming a very alive hub.

The old concept of working downstairs and living upstairs is having a come back in many towns in the U.S. and is considered part of “green”, sustainable living. There are several businesses in the area of the project. Distances are walkable. Bicycles are often used as mean of transportation. All the needed services are close by.

The owners are a couple with one teenage son, who, in a few years, will be off to college. They are planning to live in this place even after their retirement (thriving in place). They work in their store long hours.

Depending on the type of business, provide an appropriate storage space downstairs.

Note: Cashier needs to have control of the door and merchandise. Choose an appropriate location.

CALENDAR

See Syllabus for suggested calendar/schedule. I expect you to prepare your own calendar (and time log) according to the classes you are taking this semester, your work schedule outside of school and family obligations. As in any studio class, work is intensive and you should allow yourself homework time (see Syllabus). Organize your work schedule on your own calendar to make sure you are budgeting your time accordingly to complete your project.

HELP

I will help you individually, as small groups of 3 or 4 and as a class. I will continuously work with you in the classroom to improve your learning. Making changes is part of studying and learning. Professional designers and architects make many changes during a project to satisfy the client and the building code officials at the City or County.

PHASES OF THE DESIGN PROCESS/PROJECT

Work on all the phases of Design Process from programming to presentation of working drawings.

Show weekly progress. Discuss your project with me every day of the week.

NOTE: Place stairs at the beginning, when you are working on diagrams. Adding stairs later will create big problems for you.

IMPORTANT: Grading of the project will consider weekly progress.

PROJECT REQUIREMENTS:

* Floor plan of the retail space with furniture: reception counter, shelves, displays, etc., depending on the needs of the business; ¼”=1’0”
* Floor plan of the residence with furniture; ¼”=1’0”
* Show stairs that connect the first to the second floor.
* 2 Interior elevations for the business - Scale: ¼” =1’.
* One section (ask me for help before you start it) Scale: 1/4”=1’
* Materials, finishes, furniture, light fixtures, and color scheme
* Presentation board

Note: Cashier needs to have control of the door and merchandise. Choose an appropriate location.

According to Codes and Standards (I will review them in class):

1. Commercial doors swing out
2. Two exits in the commercial space
3. ADA Restroom
4. 36” door width
5. 5’ width for major circulation
6. 44” minimum (48” minimum recommended) width for minor circulation
7. ADA counter
8. Wheelchair dimensions: 36”x 48”
9. Distance between two egresses (doors) must be at least ½ of the diagonal.