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**Annual Assessment Report Form  
DUE NO LATER THAN May 31, 2012**

**Directions:** Please complete a form for each of the programs/courses within your Division/Program. Each box that is attached to each of the sections is designed to adjust to varying lengths. **Send the report form via email to dcoleman@chaminade.edu.**

1. Program Information:

Division	Humanities & Fine Arts
Program/Course	Interior Design Program
Academic Year	AY 2011-12 - focus on Spring 2012
Report Submitted by	Joan Riggs ID Program Coordinator
Phone/email	
Date Submitted	28 May 2012

2. According to the Assessment Plan for this program/course, what were the planned assessment activities for this Assessment Cycle?

Outcomes assessed for this academic year	How was the assessment performed	Where are these results stored
All 5 ID PO's 1. Professionalism 2. Process 3. Principles & Priorities 4. Public Protection 5. Presentation  & CIDA Standards	Intensive Self-Study and course review according to CIDA Standards Matrix in preparation for Accreditation Visit slated for Spring 2013  February 2012 – CIDA Consultant (Lynn Jones) mock site visit and report  Faculty members (some) assessed their own courses using the Program Rubric and/or narrative assessment of their course outcomes	Electronic versions – Program Coordinator's computer & ID Assistant's Computer  Paper Copies – CIDA Binder; Program Coordinator's office  Copies sent to Dean, each faculty member; filed in CIDA binder in Program Coordinator's office  Contact Faculty; Program Coordinator and ID Program Assistant have some, but may not have all course assessments.

3. Results, conclusions, and discoveries. What are the results of the planned activities listed above? What conclusions or discoveries were made from these results?

#### Results, conclusions, and discoveries

The process with CIDA was very beneficial for the ID faculty. Historically, most faculty have not been focused on our 5 PO's (which are based on the CIDA Standards). Having to know if meet/exceed the CIDA Standards for accreditation has lit the fire of understanding. Most faculty have been very engaged with the CIDA process.

The self-study and consultant visit revealed some key compliances and holes in the program that need to be 'filled' by Spring 2013. A few KEY observations:

**In general**, lower division work appeared to be much stronger than upper division work. The potential problem with this is that we have so few graduates over the last 3 years that the pool of work to tap into is very small. The students graduating in May 2013 are our best bet for higher quality upper division work.

Personal Note: Until the process of meeting/exceeding the CIDA Standards, I never realized how even the best design student neglects or chooses to not complete various aspects of a project. Too little time, too many courses, too many outside commitments – whatever the reason, it leaves gaps in the work product that reflect badly on the student (in their portfolio) and on the Program in terms of thoroughness and accuracy. I don't know if that is a universal issue in design programs or localized phenomena.

**1. PROCESS WORK** – CIDA will be looking for HOW a student came to their final design decisions – at every level of the Program. This is where CIDA wants to see doodles/sketches of ideas and the progression of the concept. This would include prototypes, working models, multiple iterations of free-hand sketches demonstrating the thought and/or developmental processes. Providing exhibits of multiple design solutions leading to a final design concept (with viable justification) is the goal of each exercise/project.

**2. ID 217 & 319** – more continuity, comprehensiveness and accuracy need to be evident in these CAD-oriented courses. As they feed into the Senior Studios, students must be able to exhibit appropriate skill levels and apply those skills in a professional manner. Part of the skill sets relate to the technical skill levels of understanding drafting nuances, translating that to 'drafting' construction sets in CAD and then being able to take the 2D information and create the 3D scenarios that demonstrate volumes, scale and proportion in a space.

**3D imaging of design solutions** is critical in the upper division courses. Manual and/or computer-generated and rendered images should convey the design intent and be supplemented by material boards and specifications.

**3. 380/384 – Sustainability** – the new course work will be critical to the site visit. We do have pieces of sustainability throughout the curriculum, but the overall understanding sustainable design and its implications to the built environment were not currently evident.

**4. 416 – Commercial Studio** is weak in most areas. **Both 416 & 417** student work will likely be reviewed FIRST by the visiting team to see if overall PO's/CIDA Std's are evidenced in the work of the graduating students. Then they'll go through the curriculum to see the evidence of the 'building blocks' and increase in complexity throughout the Program. The instructor for the Fall 2012 course and the resulting student project(s) will be a critical contributing factor to the site visit.

**5. ID Program Processes, Professional/Industry Issues & Integration of Professional Disciplines** – this seems to be weak, both in evidence to review and in talking with students. These topics should be addressed at each level of the Program so that there is an understanding at an entry-level position. The major issues here are: 1) do students understand why and how the ID Program supports their professional development and 2) do students understand the role designers play and the responsibilities they have in the industry.

**ID/GE 335** – Lynn recommended that the course explore global societies beyond the Asia-Pacific region (i.e. Eastern/Western Europe, Middle East, Dubai...) those areas that developing and/or embracing new design ideas and materials. That's not to say the course isn't a major contributor already to the concepts in CIDA 2 Global Context for Design & CIDA 3 Human Behavior. Lynn was suggesting the visiting team may be looking for a broader, more diverse range of exposure. Dr. Bordner is aware of the recommendations.

**Collaboration & Team Work** – be sure there is evidence of how students work together, strategize, come to agreement, work through disagreements, etc.

4. Use of Results. Did the results lead to program/course changes? If so, describe the changes made. If not, describe why changes were not needed.

Each faculty member changed their individual courses in some way to better reflect meeting or exceeding the CIDA Standards. For Spring 2012, some faculty have submitted Course Assessment Narratives and some have used the ID Program Rubric (in LiveText) to assess meeting their course outcomes and our ID PO's. These assessments are available from the faculty, Program Coordinator or our ID Assistant.

**PROGRAM-WIDE CHANGES:**

**1. PROCESS WORK** - Each studio course (or project-oriented course) has stressed the need to ideate as part of the design process and to *save* the resulting Process work. I can attest to this being of benefit to the student as they have referenced those ideas in finalizing design decisions.

**2. ID 217 & 319 – technical drawing issues**

**ID 202** – Drafting - to be taken concurrently with ID 201/L (as of Fall 2011)

**ID 202** – Drafting\* – may be integrated to ID 201 & 230 and those 3 credits developed into an

advanced Presentation Methods course devoted to manual and computerized 3D modeling and rendering (NOTE: proposal to be developed for AY 2012-13 review by Academic Council)

**ID 217** – focus on basic CAD skill development; line weight customization. xrefs, blocks, layering strategies and plotting nuances; construction set delineation (NOTE: *can we change the number of this course to ID 219 or was that used as some point in time?*)

**ID 319** – reinforcement and expansion of CAD skills including architectural detailing; FF&E schedule & specification coordination; commercial RCP development, etc.

**ID 419 (?)** – Advanced Presentation Methods – development of professional-level drawings and modeling techniques using a variety of media to enhance project presentation and portfolio preparation. Pre-requisites: Admission to Major, ID 319 or consent of instructor

\*NOTE: taking Drafting out of the first 4 semesters may allow us to move Lighting to the 4<sup>th</sup> semester and better equip students to use that information throughout the upper division studio courses. Alternatively, more Lighting Basics need to be integrated in the lower division courses. Further discussion needed.

**3. 380/384 – Sustainability** is now a required course for ID majors – beginning Fall 2012-13. Through advising, it will be recommended to students as their ID Elective.

**4. 416 – Commercial Studio** - we have a new, very seasoned faculty member joining us in the Fall 2012 to teach this course – Marga Jann. She will be developing this course to meet/exceed our PO's and CIDA Standards. We have a strong class of 7 students scheduled to take the course.

**5. Professional/Industry Issues & Integration of Professional Disciplines** – ID Program Coordinator to develop a lecture (or two) and at least one research-oriented project to present to students in the 201, 230 & 410 courses (Fall 2012) to include the following:

- Understanding the CUH-ID BFA process (including Advising)
- Understanding ID Program Outcomes
- Specialty Course Requests (8 students min; 1 semester in advance min)
- Professional Organizations
- Hot Topics within the Industry
- Industry Players, Partners and Practitioners
- Available Industry Directories & Research Resources
- NCIDQ –what, how and why?

Thereafter, these lecture(s) can be given in the 201 (intro) and 410 (reminder) classes.

5. Dissemination of results, conclusions, and discoveries. How and with whom were the results shared?

This report will be distributed to the Dean of Humanities and all ID Faculty members. Further discussion and programmatic changes will take place AY 2012-13.