2015-2016
Annual Assessment Report Template

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or **contact us** for more help.

Report: BA Design Interior

Question 1: Program Learning Outcomes

Q1.1.
Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [**Check all that apply**]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☐ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☑ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Competencies in the Major/Discipline
- ☐ 19. Other, specify any assessed PLOs not included above:

a.
b.
c.

Q1.2.
Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

The following Sacramento State BLGs, Competence in the Discipline, Intellectual and Practical Skills and Integrative Learning, are explicitly linked to the Interior Design Program's PLO 14, Foundations and Skills for Lifelong Learning.

The Interior Design Program has been accredited by CIDA (Council for Interior Design Accreditation) since 1991. CIDA requires the following standards are in compliance to maintain accreditation standing: Standard 4 Design Process; Standard 6 Communication; Standard 9 Space and Form; Standard 10 Color and Light; Standard 11 Furniture, Fixtures, Equipment, and Finish Materials; and Standard 13 Interior Construction and Building Systems.

Compliance with the five CIDA Standards is the connection between the Interior Design program's PLO 14 and the three Sacramento State BLGs.

Q1.2.1.
Do you have rubrics for your PLOs?

- ○ 1. Yes, for all PLOs
- ◉ 2. Yes, but for some PLOs
- ○ 3. No rubrics for PLOs
- ○ 4. N/A
- ○ 5. Other, specify:

Q1.3.
Are your PLOs closely aligned with the mission of the university?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q1.4.
Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- ◉ 1. Yes
- ○ 2. No (skip to **Q1.5**)
- ○ 3. Don't know (skip to **Q1.5**)

Q1.4.1.
If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q1.5.
Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

- ○ 1. Yes
- ◉ 2. No, but I know what the DQP is
- ○ 3. No, I don't know what the DQP is
- ○ 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

- (●) 1. Yes
- ( ) 2. No
- ( ) 3. Don't know

(**Remember**: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.
Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Foundations and Skills for Lifelong Learning

Q2.1.1.
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Over the course of two years, Interior Design majors take eight studio courses, four are design focused and four are graphics focused. Each studio course is required in the Interior Design Major and range from first semester junior year to second semester senior year. Cohort studio courses, IntD 151 and IntD 153 for example, are required in the first semester junior year with the course numbers progressing sequentially, students will end their studies with two capstone courses, IntD 181 and IntD 183 in the second semester senior year. Studio courses are typically offered both fall and spring semesters.

For the assessment of PLO 14, covering a span of two semesters, we used 103 individual student projects selected from nine studio assignments representing seven upper-division Interior Design studio courses. IntD 153 is not included in this review as this course was assigned to part-time faculty and student projects were not available when the faculty review was scheduled.

Each student project represents three components, a disection of a client based problem, a spatial and aesthetic solution, and multiple graphic methods that represent / communicate design intent to the client. Ten separate graphic representation methods were evaluated for PLO 14.

The ten graphic representation methods reviewed are essential learning components that are carefully threaded throughout our curriculum. Not only are these graphic representation methods essential at the bachelorette level helping the student prepare a portfolio of work for interviewing for professional placement, these are lifelong learning skills that will be continually used and refined throughout a student's professional career.

The focus of our current assessment efforts is to determine the relative success of the ten methods of graphic representation / communication and the progression of skill sets through an eight cohort studio course sequence.

Q2.2.
Has the program developed or adopted **explicit** standards of performance for this PLO?

- (●) 1. Yes
- ( ) 2. No
- ( ) 3. Don't know
- ( ) 4. N/A

Q2.3.
Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

The CIDA Accreditation Site Visiting Team scheduled to review the Interior Design Program in Fall 2017 uses a performance based review to determine if the Interior Design Program is in full-compliance, partial-compliance or non-compliance with it's Standards. The performance review is evidence based and uses current student work to make it's determination. The same projects faculty have retained as examples for the upcoming CIDA site visit have been used for this assessment report. Please view the Evidence Map in the Appendix.

The following Six CIDA Performance Standards were used in this review and directly correlate with PLO 14:

CIDA Std 4 Entry- level interior designers need to apply all aspects o f the design process to c reative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

CIDA Std 6 Entry- level interior designers are effective communicators.

CIDA Std 9 Entry- level interior designers apply the theories o f two- and three- dimensional design, and spatial definition and organization.

CIDA Std 10 Entry- level interior designers apply the principles and theories o f color and l ight.

CIDA Std 11 Entry- level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

CIDA Std 13 Entry- level interior designers have knowledge o f interior construction and building systems.

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98.28 KB

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Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
☐	☐	☐	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☐	☐	2. In **ALL** course syllabi/assignments in the program that address the PLO
☐	☐	☐	3. In the student handbook/advising handbook
☐	☐	☐	4. In the university catalogue
☐	☐	☐	5. On the academic unit website or in newsletters
☑	☐	☐	6. In the assessment or program review reports, plans, resources, or activities
☐	☐	☐	7. In new course proposal forms in the department/college/university
☐	☐	☐	8. In the department/college/university's strategic plans and other planning documents
☐	☐	☐	9. In the department/college/university's budget plans and other resource allocation documents
☐	☐	☐	10. Other, specify:

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.
Was assessment data/evidence **collected** for the selected PLO?

- (●) 1. Yes
- ( ) 2. No (skip to **Q6**)
- ( ) 3. Don't know (skip to **Q6**)
- ( ) 4. N/A (skip to **Q6**)

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

1

Q3.2.
Was the data **scored/evaluated** for this PLO?

- (●) 1. Yes
- ( ) 2. No (skip to **Q6**)
- ( ) 3. Don't know (skip to **Q6**)
- ( ) 4. N/A (skip to **Q6**)

Q3.2.1.
Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Each semester for CIDA accreditation purposes, Interior Design faculty retain examples of student work in all course within the major. All lower and upper-division studio courses are required to have examples. For all non-studio courses, if they require an interview, survey, report or paper, these will be retained / included for CIDA review as well. For PLO 14, we evaluated seven of the eight upper-division Interior Design studio courses covering two semesters, nine projects and 103 student examples. As previously mentioned, IntD 153 is not included in this review as this course was assigned to part-time faculty and student projects were not available when the faculty review was scheduled.

(**Remember**: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- (●) 1. Yes
- ( ) 2. No (skip to **Q3.7**)
- ( ) 3. Don't know (skip to **Q3.7**)

Q3.3.1.
Which of the following direct measures were used? [**Check all that apply**]

- [x] 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- [x] 2. Key assignments from required classes in the program
- [ ] 3. Key assignments from elective classes
- [ ] 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- [ ] 5. External performance assessments such as internships or other community-based projects
- [ ] 6. E-Portfolios

☑ 7. Other Portfolios

☐ 8. Other, specify:

Q3.3.2.
Please **explain** and **attach** the direct measure you used to collect data:

The ten graphic representation methods, each in its own way, can have a significant impact on how well a design solution is communicated and ultimately, understood by the client. Each graphic method can impact the outcome of a design project. Note, not all ten graphic methods are used for every project, this is true academically as well as professionally. The ability to apply the ten graphic methods are considered essential for professional practice and like any fine or applied art medium, can take a lifetime to master. The following ten skills evaluated in PLO 14 are shown aligned with the CIDA Standards:

Hand drawn sketches (CIDA Std. 4, 6, 9 and 10)

Hand drawn diagramming (CIDA Std. 4, 6 and 9)

Hand drafted orthographics (CIDA Std. 4, 6, 9, 11 and 13)

Physical models (CIDA Std. 4, 6, 9 and 10)

Physical display of finishes and furniture selections (CIDA Std. 4, 6, 9 and 11)

CAD based diagramming (CIDA Std. 4, 6 and 9)

CAD based orthographics (CIDA Std. 4, 6, 9, 11 and 13)

CAD based modeling (CIDA Std. 4, 6, 9 and 10)

CAD based rendering (CIDA Std. 4, 6, 9, 10, 11 and 13)

Digital display of furniture and finish selections (CIDA Std. 4, 6, 9 and 11)

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Q3.4.
What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

◉ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☑ 4. Other, specify: Performance Based Evaluation using (6) CIDA Standards (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

○ 1. Yes
◉ 2. No
○ 3. Don't know
○ 4. N/A

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

◉ 1. Yes
○ 2. No
○ 3. Don't know
○ 4. N/A

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

○ 1. Yes
◉ 2. No
○ 3. Don't know
○ 4. N/A

Q3.5.
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

One

Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

All four full-time faculty

Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

◉ 1. Yes
○ 2. No
○ 3. Don't know
○ 4. N/A

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

CIDA requires a complete cross-section of student outcomes be represented at the time of the Accreditation Site Visit, meaning not all "A" work is to be selected. Full-time as well as part-time faculty self-select their own student examples from the courses they were instructionally responsible for.

Q3.6.1.
How did you **decide** how many samples of student work to review?

The Interior Design Program has been CIDA accredited since 1991. CIDA (formerly FIDER) has always used performance based evaluation methods for site visit reviews. Since 1991, faculty have traditionally retained an unspecified number of student projects for every studio. Keep in mind some studio courses are skills based (IntD 151 and IntD 171) and multiple projects can be completed in one semester, whereas, the senior studio courses (IntD 181 and IntD 183) take an entire semester to complete one project.

For the assessment of PLO 14, covering a span of two semesters, we used 103 individual student projects selected from 9 studio assignments representing seven upper-division Interior Design studio courses.

Q3.6.2.
How many students were in the class or program?

106 upper-division majors

Q3.6.3.
How many samples of student work did you evaluated?

103

Q3.6.4.
Was the sample size of student work for the direct measure adequate?

- (●) 1. Yes
- ( ) 2. No
- ( ) 3. Don't know

(**Remember**: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?

- (●) 1. Yes
- ( ) 2. No (skip to **Q3.8**)
- ( ) 3. Don't Know (skip to **Q3.8**)

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]

- [ ] 1. National student surveys (e.g. NSSE)
- [ ] 2. University conducted student surveys (e.g. OIR)
- [ ] 3. College/department/program student surveys or focus groups
- [ ] 4. Alumni surveys, focus groups, or interviews
- [ ] 5. Employer surveys, focus groups, or interviews
- [ ] 6. Advisory board surveys, focus groups, or interviews
- [x] 7. Other, specify: Performance based evaluation using CIDA Standards

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

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98.28 KB

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Q3.7.2.
If surveys were used, how was the sample size **decided**?

Q3.7.3.
If surveys were used, how did you **select** your sample:

Q3.7.4.
If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- (●) 1. Yes
- ( ) 2. No (skip to **Q3.8.2**)
- ( ) 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

- [ ] 1. National disciplinary exams or state/professional licensure exams
- [ ] 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- [ ] 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- [x] 4. Other, specify: Performance Based Evaluation using (6) CIDA Standards

Q3.8.2.
Were other measures used to assess the PLO?

- ( ) 1. Yes
- (●) 2. No (skip to **Q4.1**)
- ( ) 3. Don't know (skip to **Q4.1**)

Q3.8.3.
If other measures were used, please specify:

ID PLO 14 Curriculum Matrix.docx
15.28 KB

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(**Remember**: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

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115.51 KB

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Q4.2.
Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

The program and the students are both doing very well. In the IntD 173 course, there appears to be two skill sets, Skill 8: CAD based 3D modeling and Skill 9: CAD based rendering that do not meet the course expectation of 2.0. The student projects will be reviewed again and measures will be taken to correct these deficiencies. On a positive note, five courses have demonstrated skill sets in the exemplary category scoring above 2.0.

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Q4.3.
For the selected PLO, the student performance:

- ○ 1. **Exceeded** expectation/standard
- ◉ 2. **Met** expectation/standard
- ○ 3. **Partially** met expectation/standard
- ○ 4. Did not meet expectation/standard
- ○ 5. No expectation/standard has been specified
- ○ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.
As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- ○ 1. Yes
- ◉ 2. No (skip to **Q5.2**)
- ○ 3. Don't know (skip to **Q5.2**)

Q5.1.1.
Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

We have yet to address specific changes. We have a Retreat scheduled for the end of summer break to review the assessment results and will develop a plan of action at that time.

Q5.1.2.
Do you have a plan to assess the *impact of the changes* that you anticipate making?

- ○ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	○	◉	○	○	○
2. Modifying curriculum	○	○	○	○	◉
3. Improving advising and mentoring	○	○	○	○	◉
4. Revising learning outcomes/goals	○	◉	○	○	○
5. Revising rubrics and/or expectations	○	○	○	○	◉
6. Developing/updating assessment plan	○	○	○	○	◉
7. Annual assessment reports	○	○	○	○	◉
8. Program review	○	○	○	○	◉
9. Prospective student and family information	○	○	○	○	◉
10. Alumni communication	○	○	○	○	◉
11. WSCUC accreditation (regional accreditation)	○	○	○	○	◉
12. Program accreditation	○	◉	○	○	○
13. External accountability reporting requirement	○	○	○	○	◉
14. Trustee/Governing Board deliberations	○	○	○	○	◉
15. Strategic planning	○	○	○	○	◉
16. Institutional benchmarking	○	○	○	○	◉
17. Academic policy development or modifications	○	○	○	○	◉
18. Institutional improvement	○	○	○	○	◉
19. Resource allocation and budgeting	○	○	○	○	◉
20. New faculty hiring	○	○	○	○	◉

21. Professional development for faculty and staff	○	○	○	○	◉
22. Recruitment of new students	○	○	○	○	◉

23. Other, specify:

Q5.2.1.
Please provide a detailed example of how you used the assessment data above:

We have yet to address specific changes. We have a Retreat scheduled for the end of summer break to review the assessment results and will develop a plan of action at that time.

(**Remember**: Save your progress)

Additional Assessment Activities

Q6.
Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

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Q7.
What PLO(s) do you plan to assess next year? [**Check all that apply**]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☐ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☑ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning

☐ 16. Integrative and Applied Learning

☐ 17. Overall Competencies for GE Knowledge

☐ 18. Overall Competencies in the Major/Discipline

☐ 19. Other, specify any PLOs not included above:

a.

b.

c.

Q8. Please attach any additional files here:

Data Collection Summary 2016.docx
23.67 KB

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Q8.1.
Have you attached any files to this form? If yes, please list every attached file here:

Assessment Rubric / Assessment Rubric Summary / Data Collection Summary / ID PLO 14 Curriculum Matrix

Program Information (**Required**)

P1.
Program/Concentration Name(s): [by degree]

BA Design Interior

P1.1.
Program/Concentration Name(s): [by department]

Design Interior BA

P2.
Report Author(s):

Jim Kenney

P2.1.
Department Chair/Program Director:

Andrew Anker

P2.2.
Assessment Coordinator:

Interior Design: Jim Kenney

P3.
Department/Division/Program of Academic Unit

Design

P4.
College:

College of Arts & Letters

P5.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

106

P6.
Program Type:

- (●) 1. Undergraduate baccalaureate major
- ( ) 2. Credential
- ( ) 3. Master's Degree
- ( ) 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- ( ) 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

1

P7.1. List all the names:

B.A. Interior Design

P7.2. How many concentrations appear on the diploma for this undergraduate program?

0

P8. Number of **master's degree programs** the academic unit has?

0

P8.1. List all the names:

P8.2. How many concentrations appear on the diploma for this master's program?

Don't know

P9. Number of **credential programs** the academic unit has?

Don't know

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

Don't know

P10.1. List all the names:

When was your **assessment plan**...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	○	○	○	○	○	○	◉
P11.1. last updated?	○	○	○	○	○	○	◉

P11.3.
Please attach your latest **assessment plan**:

No file attached

P12.
Has your program developed a **curriculum map?**

- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

P12.1.
Please attach your latest **curriculum map**:

ID PLO 14 Curriculum Matrix.docx
15.28 KB

P13.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- ○ 1. Yes
- ◉ 2. No
- ○ 3. Don't know

P14.
Does your program have a capstone class?

- (●) 1. Yes, indicate: IntD 181 and IntD 183
- ( ) 2. No
- ( ) 3. Don't know

P14.1.
Does your program have **any** capstone project?

- (●) 1. Yes
- ( ) 2. No
- ( ) 3. Don't know

(**Remember**: Save your progress)

Course Evaluated: IntD _____ **Faculty Evaluator: _____**

Project B:

Identify the project reviewed (i.e., Office Space Plan): _____

Identify the number of student projects reviewed: _____

Identify the graphic methods used to communicate the design solution and check the appropriate box to score the graphic outcomes. Score only items identified during the review.

Scoring	**1 Point**	**2 Points**	**3 Points**
Demonstrated Skill/ Assessment	*An unsuccessful outcome overall by the class. The graphic method used is not communicating the solution in a positive way. The graphic method used does not meet the course level expectation.* *Non or Partial Compliance / (CIDA)*	*A successful outcome overall by the class. The graphic method used communicates the solution in a positive way. The graphic method used meets the course level expectation.* *Compliance (CIDA)*	*An exemplary outcome overall by the class. The graphic method used communicates the solution in a positive way. The graphic method used exceeds the course level expectation.* *Compliance (CIDA)*
B.1 Hand drawn sketches			
B.2 Hand drawn diagramming			
B.3 Hand drafted orthographics			
B.4 Physical model			
B.5 Physical display of finishes + furniture selections			
B.6 CAD based diagramming			
B.7 CAD based orthographics			
B.8 CAD based 3D modeling			
B.9 CAD based rendering			
B.10 Digital display of finishes + furniture selections			

Interior Design Program
PLO 14 Data Collection Summary

Skill Assessment:

Graphic skills evaluated are common to the discipline and can be divided into two subsets: "Traditional" hand crafted skills or "Digital" CAD based skills that include the use of a variety of software programs.

A total of 103 projects from eight upper-division studios courses were reviewed for this assessment.

Traditional Skill Sets:

1. Hand drawn sketches
2. Hand drawn diagramming
3. Hand drafted orthographics
4. Physical model building
5. Physical display of finishes and furnishings

CAD (Computer Aided Design) Skill Sets:

6. CAD based diagramming
7. CAD based orthographics
8. CAD based 3D modeling
9. Cad based rendering
10. Digital display of finishes and furnishings

Scoring:

Four full-time faculty were responsible for scoring each project using the following scale. The minimum score a graphic method can receive is 4 points, the maximum is 12 points.

1 Point = An unsuccessful outcome overall by the class. The graphic method used is not communicating the solution in a positive way. The graphic method used does not meet the course level expectation. Non or Partial Compliance / (CIDA).

2 Points = A successful outcome overall by the class. The graphic method used communicates the solution in a positive way. The graphic method used meets the course level expectation. Compliance / (CIDA).

3 Points = An exemplary outcome overall by the class. The graphic method used communicates the solution in a positive way. The graphic method used exceeds the course level expectation. Compliance / (CIDA).

Aggregate Value Index:

The minimum score a graphic method can receive is 4 points, the maximum is 12 points.

< 2.0 = Does not meet the course level expectation. Expected non-compliance with CIDA Standards. Faculty discussion on the graphic method and expected outcomes will be scheduled.

> 2.0 = Meets or exceeds the course level expectation. Expected compliance with CIDA Standards.

Upper-Division Semester 5

Course:	Project Evaluated	Total Points:	Aggregate Value:
IntD 151	**A: Lobby Presentation** (24 Projects Reviewed)		
	Skill A.8	8	2.0
	Skill A.9	9	2.25
	B: Stair Presentation (12 Projects Reviewed)		
	Skill B.8	8	2.0
	Skill B.9	9	2.25
	Summary of Graphic Method 8: CAD Based 3D Modeling		
	Student work demonstrates a successful outcome overall by the class. The graphic method used communicates the solution in a positive way. The graphic method used meets the course level expectation. Expected CIDA Compliance.		
	Summary of Graphic Method 9: CAD Based Rendering		
	Student work demonstrates an exemplary outcome overall by the class. The graphic method used communicates the solution in a positive way. The graphic method used exceeds the course level expectation. Expected CIDA Compliance.		
IntD 153	**Not Reviewed**		
	Part-time faculty assigned to this course did not submit sufficient student examples for the faculty review.		

Upper-Division Semester 6

Course:	Project Evaluated	Total Points:	Aggregate Value:
IntD 161	**A: Bank Construction Documents** (6 Projects Reviewed)		
	Skill A.7	8	2.0

Summary of Graphic Method 7: CAD Based Orthographics

Student work demonstrates a successful outcome overall by the class. The graphic method used communicates the solution in a positive way. The graphic method used meets the course level expectation. Expected CIDA Compliance.

IntD 163 **A: Bank Presentation** (8 Projects Reviewed)

Skill A.6	9	2.25
Skill A.7	8	2.0
Skill A.8	8	2.0
Skill A.9	8	2.0
Skill A.10	8	2.0

B: Retail Presentation (6 Projects Reviewed)

Skill B.8	8	2.0
Skill B.9	8	2.0
Skill B.10	8	2.0

Summary of Graphic Method 6: CAD Based Diagramming

Student work demonstrates an exemplary outcome overall by the class. The graphic method used communicates the solution in a positive way. The graphic method used exceeds the course level expectation. Expected CIDA Compliance.

Summary of Graphic Methods:
Skill 7: CAD Based Orthographics
Skill 8: CAD Based 3D Modeling
Skill 9: CAD Based Rendering
Skill 10: Digital Display of Finishes + Furnishings

Student work demonstrates a successful outcome overall by the class. The graphic method used communicates the solution in a positive way. The graphic method used meets the course level expectation. Expected CIDA Compliance.

Upper-Division Semester 7

Course:	Project Evaluated	Total Points:	Aggregate Value:
IntD 171	**A: Façade Study 3D Printing** (8 Projects Reviewed)		
	Skill A.8	12	3.0

Summary of Graphic Method 8: CAD Based 3D Modeling

Student work demonstrates an exemplary outcome overall by the class. The graphic method used communicates the solution in a positive way. The graphic method used exceeds the course level expectation. Expected CIDA Compliance.

IntD 173 **A: Elementary School Presentation** (12 Projects Reviewed)

Skill A.5	8	2.0
Skill A.7	8	2.0
Skill A.8	7	1.75
Skill A.9	7	1.75

Summary of Graphic Methods: ***Skill 5: Physical Display of Finishes +Furnishings***
Skill 7: CAD Based Orthographics

Student work demonstrates a successful outcome overall by the class. The graphic method used communicates the solution in a positive way. The graphic method used meets the course level expectation. Expected CIDA Compliance.

Summary of Graphic Methods: ***Skill 8: CAD Based 3D Modeling***
Skill 9: CAD Based Rendering

Student work demonstrates an unsuccessful outcome overall by the class. The graphic method used is not communicating the solution in a positive way. The graphic method used does not meet the course level expectation. Expected Non or Partial Compliance / (CIDA)

Upper-Division Semester 8

Course:	Project Evaluated	Total Points:	Aggregate Value:
IntD 181	**A: Senior Portfolio** (12 Projects Reviewed)		
	Skill A.1	8	2.0
	Skill A.2	8	2.0
	Skill A.4	8	2.0
	Skill A.6	8	2.0
	Skill A.7	10	2.5
	Skill A.8	10	2.5
	Skill A.9	10	2.5
	Skill A.10	8	2.0

Summary of Graphic Methods:

Skill A.1 Hand Drawn Sketches
Skill A.2 Hand Drawn Diagramming
Skill A.4 Physical Models
Skill A.6 CAD Based Diagramming
Skill A.10 Digital Display of Finishes+Furniture

Student work demonstrates a successful outcome overall by the class. The graphic method used communicates the solution in a positive way. The graphic method used meets the course level expectation. Expected CIDA Compliance.

Summary of Graphic Methods:

Skill A.7 CAD Based Orthographics
Skill A.8 CAD Based 3D Modeling
Skill A.9 CAD Based Rendering

Student work demonstrates an exemplary outcome overall by the class. The graphic method used communicates the solution in a positive way. The graphic method used exceeds the course level expectation. Expected CIDA Compliance.

Course:	Project Evaluated	Total Points:	Aggregate Value:
IntD 183	**A: Senior Thesis Presentation** (15 Projects Reviewed)		
	Skill A.1	8	2.0
	Skill A.2	8	2.0
	Skill A.5	8	2.0
	Skill A.6	8	2.0
	Skill A.7	11	2.75
	Skill A.8	11	2.75
	Skill A.9	11	2.75

Summary of Graphic Methods: ***Skill A.6 CAD Based Diagramming***
Skill A.10 Digital Display of Finishes + Furniture

Student work demonstrates a successful outcome overall by the class. The graphic method used communicates the solution in a positive way. The graphic method used meets the course level expectation. Expected CIDA Compliance.

Summary of Graphic Methods: ***Skill A.7 CAD Based Orthographics***
Skill A.8 CAD Based 3D Modeling
Skill A.9 CAD Based Rendering

Student work demonstrates an exemplary outcome overall by the class. The graphic method used communicates the solution in a positive way. The graphic method used exceeds the course level expectation. Expected CIDA Compliance.

Interior Design Program
PLO 14 Curriculum Matrix

Course:	Ten Graphic Methods (Skill Sets)*	Linking PLO 14:
Lower Division Studios		
IntD 25	1 / 2 / 3 / 4 / 5	Introduced
IntD 30	3 / 7	Introduced
Upper Division Studios		
IntD 151	8 / 9 / 10	Introduced / Developed
IntD 153	1 / 2 / 5 / 7 / 8 / 9	Introduced / Developed
IntD 161	8	Introduced / Developed
IntD 163	5 / 6 / 7 / 8 / 9 / 10	Introduced / Developed
IntD 171	7 / 8 / 9	Introduced / Developed
IntD 173	5 / 6 / 7 / 8 / 9 / 10	Introduced / Developed
IntD 181	1 / 2 / 4 / 6 / 7 / 8 / 9 / 10	Developed / Mastered
IntD 183	1 / 2 / 5 / 6 / 7 / 8 / 9 / 10	Developed / Mastered

Graphic Methods / Applicable CIDA Standards:

1 Hand drawn sketching (CIDA Std. 4, 6, 9 and 10)
2 Hand drawn diagramming (CIDA Std. 4, 6 and 9)
3 Hand drafted orthographics (CIDA Std. 4, 6, 9, 11 and 13)
4 Physical models (CIDA Std. 4, 6, 9 and 10)
5 Physical display of finishes and furniture selections (CIDA Std. 4, 6, 9 and 11)
6 CAD based diagramming (CIDA Std. 4, 6 and 9)
7 CAD based orthographics CIDA Std. 4, 6, 9, 11 and 13)
8 CAD based 3D modeling (CIDA Std. 4, 6, 9 and 10)
9 CAD based rendering ((CIDA Std. 4, 6, 9, 10, 11 and 13)
10 CAD based display of finishes and furniture selections (CIDA Std. 4, 6, 9 and 11)