

Date Received \_\_\_\_\_

**Annual Assessment Report Form: Fall 2009 Update  
DUE NO LATER THAN January 30, 2010**

**Directions:** Please complete a form for each of the programs within your Division. 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 and Fine Arts
Program	Interior Design
Academic Year	Fall 2009
Report Submitted by	Joan D. Riggs, ASID, CAPS Interior Design Program Coordinator
Phone/email	808-739-8574/jriggs@chaminade.edu
Date Submitted	January 27, 2010

**2. According to the Assessment Plan for this program, 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
Because of the comprehensiveness of our Program, we endeavored to include all 5 Program Outcomes in the assessment(s) which were to be applied to the Final Project of each course.	<p>Rubrics were to be developed for at least one exercise or project for each course. The more comprehensive the subject matter, the better demonstration of learning and development of skill sets would be exhibited.</p> <p>EXAMPLE:</p> <p>Additionally, for the 6 KEY courses (ID 201/L, 230, 312, 321, 416 &amp; 417) the ID Program Rubric (5 PO) was to be used to assess the students' BODY of WORK for the course. In some cases, the 5 PO rubric may have been the only one used. A third Before/After Assessment was</p>	Statistical Reports are available through the Humanities Office. Artifacts are stored in faculty offices and a common storage area in Eiben 203. Formats vary – binders, presentation boards, plan sets, models, CD's etc.

	<p>given to each student the first and last day of class to self-assess their knowledge &amp; skill sets. EXAMPLE:</p> <p>NOTE: To date, not all faculty have completed the Fall 2009 course assessment process in LiveText. The following findings are based on assessment reports from LiveText only. No other written reports were submitted before this writing.</p>	
--	--	--

3. **Summary of aggregate data collected:** Include a summary table or statement of the data collected during the assessment process. (x% of students achieved the outcome(s) assessed) Attach a copy of the assessment tool you used to collect the data.

<p>PERSPECTIVE DRAWING &amp; FREE-HAND SKETCHING: Based on the reports provided (Spring 2009, Fall 2009), one re-occurring observation is that students rely heavily (if not solely) on ID 312 Presentation Methods for 3D/perspective &amp; free-hand drawing skill development. Presentation work prior to or concurrent to taking this course is lacking if not non-existent.</p> <p>PROGRAM RUBRIC USE: It appears that when the same rubric (ID Program Rubric PO 1-5) is applied to various courses (ID 321 &amp; ID 417) in the various semesters that it's used, the data is combined into one print out – without differentiation between course levels. Therefore, it is not possible to determine if individual students are achieving level-appropriate milestones.</p> <p>Overall, however, the Spring 2009 Program Rubric (2 semesters of entries) statistics for all 5 PO's appear to indicate that an average of approximately one third of the students assessed were scoring at the Mastering level in the majority of criteria for each level. The second print out reflects through Fall 2009 (3 semesters of entries) the Mastering students were well below 20% and Developing students were in the majority at an average of 60 – 70%.</p> <p><a href="#">ID Program RUBRIC.pdf</a></p> <p>FACULTY ASSESSMENT TOOLS: Many faculty members have realized they have been assessing students as long as they've been teaching – making the transition to statistical assessment has been difficult. As a discipline, we are not at a loss for evidence/artifacts. HOW those artifacts demonstrate a student's growth &amp; development</p>
--

through the program, based on the courses' intended outcomes has been difficult to coordinate and demonstrate.

**4. 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

**PERSPECTIVE DRAWING & FREE-HAND SKETCHING:** Beginning Fall 2009, we have expanded ID 201 Fundamentals to a lecture/lab format to provide time for students to apply what they're learning. A key component is free-hand sketching and basics in 3D sketch development. AR 111 Beginning Drawing now has a section dedicated to ID students to undergird their perspective drawing skills. Additionally, students are now required to take ID/AR 355 – 3D Sculpture. By AY 2010/11 hopefully we will see a significant change in the data reports regarding presentation for each student.

**PROGRAM RUBRIC USE:** If our intent is to use this rubric (ID Program Rubric PO 1-5) throughout the Program, we will need to talk to LiveText to see how best to set that up and/or review the process of report making.

Overall – Spring 2009 vs Fall 2009 Results – it appears that ID 321 Programming & Space Planning & ID 417 Residential Studio were the courses that applied the rubric over the 3-semester period. ID 416 Commercial Studio was not assessed with this rubric. In that case, the majority of students should be developing (60 – 70% indicated) with a smaller percentage Mastering (15 – 20%) simply because there was a larger sampling of 321 students over the 3 semester period.

**FACULTY ASSESSMENT TOOLS:** The learning curve for implementing assessments through LiveText must be remedied. In Spring 2010 we must all be at the starting line to set off on the journey of full participation in rubric-based assessment. This joint effort will provide us with a more concrete, objective set of data from which to structure growth & development of the program. It will also set the foundation as we work toward justifying and demonstrating Program Outcomes for the purposes of achieving CIDA accreditation.

Once we have this participation we can determine whether our not our 80% success rate is realistic and if so, the best path to take to achieve it. We will also implement inter-rater reliability exercises (one PO at a time) to confirm findings, substantiate discover of strengths, weaknesses and generate consensus amongst faculty in determining short-term and long-term objectives & goals.

In closing: We can find our course of action/direction and reach our stated goals through the process of what I've coined...

**COMPAS: connection – observation – modification – practical application – success**

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

FALL 2009 is the first semester we have instituted major curriculum changes. Further course-level and Program-wide changes will be forthcoming as we realize the impact of these changes over the next few semesters. ID 416 & ID 417 are capstone courses (Commercial & Residential Design, respectively). The remaining KEY courses are taught each semester. Therefore, as early as next summer, we should be able to retrieve some comparative data at the very least. Over the next several semesters, we'll be able to both track the progress of students currently in the program and compare them to previous students graduating under the "old" program requirements.

It is critical that we have full participation in this process in order to track students' progress, thereby assessing the Program's strengths and weaknesses. These findings will be the basis of our change decisions. Toward that end, the next steps to be taken are:

- Check syllabi for Course Outcomes being listed and connections to 5 PO's & CIDA
- Check LT reports for input in the system (this has now been obtained for Fall 2009)
- Check assignment/project OVERVIEW (identified for assessment) for connections to PO's & CIDA
- Check RUBRIC developed for assessing the designated assignment/project for connections to PO's & CIDA

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

Statistical reports, conclusions and discoveries to be shared on paper amongst FA/ID Faculty and the Dean of Humanities via faculty meeting(s) – faculty review prior to the meeting is optimal. Questions, observations, progress reports and instruments for change to be discussed. Artifacts are to be brought to the review meeting(s) for confirmation and/or clarification.