

Assurance of Student Learning Reflection 2024-2025

<i>College of Health and Human Services</i>	<i>Applied Human Sciences</i>
<i>Interior Design and Fashion Merchandising #531</i>	
<i>Sheila Sullivan Flener, Program Coordinator</i>	
Is this an online program? ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☐ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome	Demonstrate the ability to effectively collaborate with multiple disciplines in developing design solutions.
Evaluation	The program's learning outcomes remain pertinent to both the Interior Design and Fashion professions. Students graduating from the program who cannot collaborate effectively will find it difficult to compete in the marketplace.
Measurement Instruments	The artifacts are appropriate for this learning outcome; we need to prioritize implementation.
Criteria & Targets	It will be a priority in the next cycle to identify collaborative projects. We hope that the program will be relocated to the School of Art and Design, where it will be easier to collaborate with other disciplines.
Results & Conclusion	<u>Results:</u> Barriers to collaboration with other disciplines, such as scheduling conflicts, faculty sabbaticals, or insufficient faculty, have made it difficult to assess this program's outcomes. This is an important learning outcome, and we will devote more attention to it in the next term cycle. <u>Conclusions:</u> This functions well if our course schedule is aligned, and we need to have a backup plan for when faculty are absent.
<u>Plans for Next Assessment Cycle:</u>	For the following assessment cycle (2025-26, 2026-27, 2027-28) collect a more appropriate artifact - Scheduling of the two main courses will be a top priority. - Seeking out projects that will put students in direct line of working with the public will be sought out - Developing working relationships with other disciplines on the WKU campus will be sought out.

Program Student Learning Outcome 2	
Program Student Learning Outcome	Demonstrate the primary functions of the fashion industry from concept to consumer. (Fashion Studies concentration only)
Evaluation	The outcome is relevant to the fashion industry to enhance our students' competitiveness in this field.
Measurement Instruments	The artifacts for this outcome is measurable and relevant to the field.
Criteria & Targets	Implementing real, practical, and professional case studies while connecting students with professionals in the field has become the criterion for developing this learning outcome.
Results & Conclusion	<u>Results:</u> By developing case studies and competitions into the curriculum it has shown an improvement in engagement of the students and better use of industry language. <u>Conclusions:</u> Students have become more engaged in the curriculum but getting students to compete in competitions for scholarship monies has not improve until it was woven into the syllabus as an assignment. Curriculum that was not needed and curriculum that was missing has been improved.
<u>Plans for Next Assessment Cycle:</u>	For the following assessment cycle (2025-26, 2026-27, 2027-28)collect a more appropriate artifact • Look at improving the content to courses taken before the capstone course • Improve student by-in to competitions • Enhance IDFM 221 Visual Design II to focus more on graphic design principles that will improve the layouts of presentation boards. • Reconstruct the curricular map for Fashion

Program Student Learning Outcome 3	
Program Student Learning Outcome	Produce competent contract documents, including coordinated drawings, schedules, and specifications appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related. (Interior Design concentration only)
Evaluation	The program's learning outcomes are still relevant to the Interior Design profession. Students graduating from the program who cannot complete a set of construction documents will struggle to compete in the marketplace.
Measurement Instruments	The last project in Studio IV and the Senior Thesis project assess the outcomes to determine where adjustments to the curriculum are needed. The artifact is suitable because the requirements include producing a set of construction documents that can be utilized in the construction industry. The rise of AI will be integrated as a starting point for concept development. Our goal for future assessments is to create an improved rubric for these assignments.
Criteria & Targets	Artifacts are improving due to changes in the process, such as breaking down the assignments into levels that must be completed before moving on to the next task. This new process change has enhanced the quality of work. The quality of work met the target for the NASAD

	accrediting review. The targets are achievable.
Results & Conclusion	Results: Improving the process by breaking the assignment down to follow the "design process" surprised us with how it enhanced the quality from concept to development. Students often try to bypass the process, but when required to follow it, they develop better projects. Conclusions: Breaking down the assignments to follow the design process improved the quality of the work and helped students focus better on due dates, which reduced procrastination.
<u>Plans for Next Assessment Cycle:</u>	For the following assessment cycle (2025-26, 2026-27, 2027-28) • Revise the rubric for IDFM 302 and 402. • Enhance IDFM 221 Visual Design II to focus more on graphic design principles that will improve the layouts of presentation boards. • Increase the number of critiques during the concept stage. • Incorporate oral presentation principles into the curriculum, or explore ways to provide more practice in oral presentations.