PROGRAM ASSESSMENT REPORT 2010-2011

PROGRAM INFORMATION

Degree Program(s):
BFA in Interior Design
Interior Design minor

Department:
Department of Design

Program Coordinator:
Diana Seah, Spring 2010-present.

Report Prepared by:
Diana Seah

STUDENT LEARNING OUTCOME (SLO)

The Interior Design Program’s mission is to provide a well-balanced educational resources and activities for scholarly, professional, and critical study of interior architecture as well as collaborating with the design industry and providing service in the community. In order to achieve its mission, the Program makes effective efforts to refine and develop curricula structures, and to maintain up-to-date technologies for innovative study in interior architecture.

In keeping with the mission, in summer 2010, three full-time faculty and a lecturer met and evaluated our current program, identify what need to be strengthen in order to strike a balance between conceptual, and practical aspect of the study in interior architecture, Under the guidance of CIDA guidelines and professionals input, we set up an advisory councilor committee that consist of several design pioneers and our alumnus to help us to achieve our goals.

Currently, our program is accredited by WASC and NASAD; we would like to have our program accredited by the Councilor of Interior Design Accreditation (CIDA) as well.

In fall 2010 faculty members have successfully created NINE new courses, including, dsIT 05, dsIT 10, dsIT 83, dsIT 88, dsIT 100, dsIT 101, dsIT 110, dsIT 112.

The Program has successfully integrated the above courses as an industry requirement into the curriculum to make the Program much more vital to prospective students. This significant integration into the program’s structure has a positive effect on the wide range of capabilities of our students in their professional pursuits.
1. **Evidence for Need:** (What evidence was used to identify this SLO as a candidate for improvement?)

Faculty members meet over summer 2010 for the consecutive three months, to identify students portfolios over the past three to four years. The program coordinator, met with the professionals who attended our BFA Interior Senior Show and asked them for feedback. Each faculty also visited and researched on current Interior Design program in the Bay area as well as programs that are accredited by the Council of Interior Design Accredited organization (CIDA) in all nation, to make a comparison between their curriculum and ours. We discover our program lack of a balance between conceptual design and practical application and collaboration between other disciplines. Based on above discovery, the interior design program has eliminated NINE courses and created NINE new courses. We also looked at our current courses and make changes to suit our goal and mission.

Below are the two main SLO that faculty identify and need to be improved

1a collaboration with other discipline in studio courses
1b a balance between conceptual design and practical application

2. **Actions Taken:** (What actions where taken to improve student learning related to this outcome?)

Interior design is a major component of professional design in the modern era. Our professional does not function ourselves. To achieve a successful completion for a project, we need collaboration with other consultant, such as structural engineer, industrial designer, etc. Quality and strategies of the design concept and the executed functional form are key factors to the success and satisfaction of clients, consumers, and designers.

2a. **Collaboration with Industrial Design students for studio project:**

Faculty members in the interior design program recognize the importance of collaboration in design discipline, in Fall 2010, we collaborated our dsIT 109 Object by Design with the Industrial Design faculty and students to work on a competition. Students learn about collaborative process and interaction with other disciplines.

2b. **A balance between conceptual design and practical application:**

A strong interior design curriculum embodies both theoretical and practical study, emphasizing problem solving and critical thinking, form giving and design process, presentation and technological knowledge, and health and safety issues and professional values and interactive skills. In all of the Interior Design Program courses, we invite representatives from national renown companies to discuss current and future issues regarding sustainability as well as important trends in new products, we invite guest interior and architectural designers from recognized bay area design firms to participate in project critiques, we encouraged students to attended field trips to see notable interior environments and architecturally designed structures.
By actively participating in these course-related events, students begin to comprehend the full scope and demands of the profession. In Spring 2011, dsIT 104, Interior Design full-time faculty engaged their students in a project with the Barry Swenson (builder) and Steinberge Architects the Police of Sunnyvale (client) in a design + build project. The project was designed to introduce students to real world and real client with the industry professionals in a project, would surpass just conceptual development and would end with a full-scale architectural model, showing appropriate Egress functional space and well as aesthetic pleasing interior design spaces and architecture buildable structure for the client.

3. Evidence for Impact: (What is the evidence that the actions taken above impacted student learning for this outcome?)
Historically, at the end of each semester, students from the end of two and half year in our program will have to go through a portfolio review. Faculty members from the Interior Design Program will join to evaluate the project performance of each BFA Interior Design student in DSIT 103. The purpose of the evaluation is: 1) to monitor the creative method, originality and innovation of the student; and 2) to insure the program's overall capabilities and potentials are maintained in its highest standard. Furthermore, at the review, students are able to gather immediate and consolidated feedbacks from the faculty about their performances as well as improvements that's required of them for further advancement in the Interior Design Program.

This year we reformat the entire portfolio review process. Beside more specific in the grading criteria, we also added a interview process with each students. Please see attached document for details.

The new curriculum will not be implemented until this Fall 2011, therefore, we may not have sufficient evidence to measure the success of the student learning outcomes.