

Institutional Effectiveness
2024-2025

Program: Design Studies BS

College and Department: College of Agriculture & Human Ecology, School of Human Ecology

Contact: Dr. Melinda Anderson

Mission:

The BS in Design Studies will provide opportunities for students to engage in application of design principles and theories related to the impact of the lived environment on human experiences, behavior, and performance and application of current technologies to facilitate design concepts.

Attach Curriculum Map (Educational Programs Only):

Attached Files: See Appendix 1

SLO 1: Student Competency

Define Outcome:

SLO 1: Students will demonstrate competency in design concepts as evidenced by a design portfolio assessment.

Assessment Methods:

Creation of electronic portfolio according to assignment guidelines

Criteria for Success (Thresholds for Assessment Methods):

90% of students enrolled in HEC 3315 Portfolio Design will score 80% or better on electronic design portfolio (taught each fall)

Link to 'Tech Tomorrow' Strategic Plan:

1.D High Impact Practices

Results and Analysis:

SLO 1 student competency is measured with the completion of an electronic portfolio in HEC 3315 Portfolio Design. During the Fall 2024 semester, 26 students were enrolled. 24 of the students enrolled scored 80% or better in the class; and this meets the benchmark of 90% scoring 80% or better. A new grading rubric was used during Fall 2024 semester, and it is attached.

Attached Files: See Appendix 2 (Portfolio Rubric)

Use of Results to Improve Outcomes:

The new grading rubric for the digital portfolio worked well to capture all elements of the portfolio that needed to be graded. Various points were assigned to each component and provided more specific feedback to each student on areas that could be improved. Students were allowed to submit 2 draft portfolios for feedback before the final version was graded.

SLO 2: Student Success

Define Outcome:

Students will be prepared for life-long success in the design industry

Assessment Methods:

Site supervisor evaluation form

Criteria for Success (Thresholds for Assessment Methods):

Design students will be rated as competent or higher by site supervisors on the internship evaluation form (HEC 4990 class)

Link to 'Tech Tomorrow' Strategic Plan:

1.A Experiential Learning

Results and Analysis:

SLO 2 is measured with score by site supervisors in the internship class. During fall 2024, there were 3 students who completed an internship. During spring 2025, there were 6 students who completed an internship. The benchmark is 4.0 or better on the evaluation form to demonstrate competence in applying design skills in a practical setting.

The average of the 9 site supervisors' evaluations from the 24-25 academic year was 4.7. Some of the comments included: "JB has been a great addition to our staff; he consistently shows excitement and passion for the task, no matter how large or small." "Student was always on time and enjoyable to have around"

Use of Results to Improve Outcomes:

Beginning summer 2024, the site supervisor evaluation was sent out as a Qualtrics survey. This allowed for an easier and quicker way to collect the evaluations. The evaluation went to Dr. Anderson, and she forwarded it to each faculty member who had a summer intern. Feedback at the end of the summer term was very positive and it was decided to continue the Qualtrics link going forward to collect the site supervisor evaluations. The collection of the internship evaluations via Qualtrics continued into the 24-25 academic year.

Summative Evaluation:

The BS in Design Studies is going into its 4th year as a new degree program. Enrollment in the Architecture and Interior Design concentration tripled in the past year with a current enrollment of 144 students. Both SLO objectives were met this past year, the completion of the electronic portfolio and the site supervisor evaluations.

Assessment Plan Changes:

The design portfolio class is being taught by an adjunct this fall; but the School of Human Ecology has been given permission to hire 2 new design faculty to start Fall 2025. One new tenure track faculty was hired and will start August 1, 2025. This will allow the portfolio class to be taught by a regular faculty member and therefore making it easier to collect this IE data. The site supervisor evaluation will be sent as an electronic survey. Will continue to monitor resources available for the large enrollment in the Architecture concentration.

List of Appendices:

Appendix 1: Design Studies BS Curriculum Map

Appendix 2: Portfolio Rubric

Appendix 1: Design Studies BS Curriculum Map

	Design Principles	Current Technologies	Lived Environment	Sustainable Practices	Professionalism	Portfolio
Course						
HEC 1110 Concepts of Design	X					
HEC 1125 Design Visualization Techniques	X					
HEC 1150 Analysis of Product Development			X			
HEC 2411 or HEC 2315 Practicum					X	
HEC 3310 and HEC 3320 Textiles I and II			X	X		
HEC 3350 Business Aspects of the Design Industry		X		X		
HEC 3315 Portfolio Design		X				X
HEC 4315 Global Social Sustainability				X		
HEC 4990 Internship					X	X

Appendix 2: Portfolio Rubric

Portfolio Rubric

Criteria

1. **Content** (40 points)
 - o Variety of work samples (10 points)
 - Portfolio includes a diverse range of relevant projects and assignments
 - Work samples demonstrate a breadth of skills and knowledge
 - o Depth of reflection (10 points)
 - Portfolio includes detailed reflections on each work sample
 - Reflections provide insights into the student's learning process
 - o Evidence of growth (10 points)
 - Portfolio showcases the student's progress and development over time
 - Reflections highlight key milestones and areas of improvement
 - o Professionalism (10 points)
 - Content is well-organized and easy to navigate
 - Writing is clear, concise, and free of errors
2. **Design** (30 points)
 - o Aesthetics (10 points)
 - Portfolio has a visually appealing and cohesive design
 - Use of color, typography, and layout enhances the user experience
 - o Functionality (10 points)
 - Navigation is intuitive and allows easy access to all content
 - Portfolio is mobile-friendly and loads quickly
 - o Originality (10 points)
 - Portfolio demonstrates a unique and creative approach
 - Design choices reflect the student's personal style and brand
3. **Overall Impression** (30 points)
 - o Impactful (10 points)
 - Portfolio effectively showcases the student's skills and achievements
 - Content and design work together to make a strong impression
 - o Engaging (10 points)
 - Portfolio captures the reader's attention and interest
 - Reflections and work samples are compelling and thought-provoking
 - o Memorable (10 points)
 - Portfolio leaves a lasting positive impression
 - Reader feels inspired and motivated to learn more about the student

Appendix 2 (Portfolio Rubric, cont.)

HEC 3315 Portfolio Grading Rubric 100 Points

The purpose of creating a digital portfolio is to utilize current technologies to display and share your creative works. This assignment meets Student Learning Outcome #1: Graduates will utilize current technologies to facilitate design concepts.

Student Name:

Content: 40 points	10 Points	7 points	4 points	0 points	Comments
Content: Variety of work <u>samples</u> and a breadth of skills and knowledge	Portfolio includes a diverse range of relevant projects and assignments; wide range of skills and knowledge demonstrated	Portfolio includes some relevant projects and assignments; some skills and knowledge are demonstrated	Portfolio includes less than 4 examples of projects and assignments; very few examples of skills and knowledge is apparent	No examples of projects and assignments; lacking any demonstration of skills and knowledge	
Content: Depth of reflection	Includes detailed reflections on each work sample, and reflections provide insights into student's learning process	Some work samples have reflections; some are <u>missing</u> and some insights are provided into student's learning process	Most work samples are missing reflections; of the reflections provided, most do not indicate student's learning process	No reflections are provided; no insights into student's learning process	
Content: Evidence of growth	Portfolio showcases the student's progress and development over <u>time</u> (examples across	Portfolio includes examples from 3 or fewer classes; some highlights	Portfolio includes examples from 1 <u>class</u> ; lacking in highlights or areas of	No examples of projects and assignments provided	

Appendix 2 (Portfolio Rubric, cont.)

	several classes) and reflections highlight key milestones and areas of improvement	and areas of improvement are noted in reflections	improvement		
Content: Professionalism	Content is well-organized, easy to navigate, writing is clear, concise and free of errors	Content is somewhat organized; some errors noted in writing style	Content is difficult to navigate; writing includes errors and is hard to follow	Lack of organization and multiple errors in written parts	
Design: 30 points					
Aesthetics	Portfolio is visually appealing, has a cohesive design, creative use of color, typography and layout	Portfolio is lacking somewhat in cohesive <u>design</u> ; lacking in creative use of color, typography and layout	Portfolio does not have a cohesive design; is not visually appealing across most aspects	Lack of overall cohesive design; lack of creativity in color, typography and layout	
Functionality	Navigation is intuitive; easy access to all content, mobile-friendly and loads quickly	Navigation is somewhat easy; some difficulty accessing all content; somewhat mobile friendly	Navigation is difficult and lacking in ease of access for most parts; not mobile-friendly	Unable to navigate across any parts; not mobile-friendly	
Originality	Portfolio is unique and shows a creative approach; student's	Portfolio is unique; but lacking creativity across all parts;	Portfolio seems less unique and creative; no evidence	Lacking any uniqueness or originality across the portfolio; no evidence of	

Appendix 2 (Portfolio Rubric, cont.)

	personal style and brand is evident throughout	student's style is not evident in all parts	of student's personal style and brand	student's personal style or brand	
Overall Impression: 30 points					
Impactful	Portfolio effectively showcases student's skills and achievements ; content and design work together	Portfolio showcases some skills and <u>achievement</u> s; lacking in making a strong first impression	Portfolio showcases very few of student's skills and achievements; poor first impression	Lack of effort to showcase skills and achievements across the portfolio; very poor first impression	
Engaging	Portfolio captures readers attention and interest; content is compelling and thought-provoking	Portfolio captures readers attention after several pages; not as compelling as expected	Portfolio lacks in capturing attention right away; reflections are lacking any thought-provoking parts	Lack of effort to engage reader right away and hold reader's attention throughout portfolio	
Memorable	Portfolio leaves a lasting impression; reader feels inspired and motivated to learn more about the student	Portfolio leaves somewhat of a lasting impression; some inspiration and motivation to learn more about the student	Portfolio is lacking in creativity to the point of not leaving a favorable impression ; reader is less interested in learning more about the student	Lack of effort to create a lasting impression throughout the portfolio	