



OFFICE OF ACADEMIC ASSESSMENT
The UNIVERSITY of OKLAHOMA

Program Assessment Report

2024 - 2025

COA - Interior Design (BID)

General Information

Program Mission/Description

The University of Oklahoma Division of Interior Design provides a student-centric learning environment with faculty who emphasize excellence in design education, innovative research, and service to the community while preparing students to join the professional practice of interior design.

College

Architecture

Department/School/Division

Division of Interior Design

Assessment Liaison

Elizabeth Pober

COA - Interior Design (BID)

Design Process Skills_1

Student Learning Outcome (SLO)

Students completing the Bachelor of Interior Design Program must demonstrate Design Process Skills in all aspects of the design process for creative problem solving including:

- 1A. - The ability to apply space planning techniques throughout the design process.
- 1B. - The ability to apply knowledge and skills learned to solve progressively complex design problems.
- 1C. - The ability to apply knowledge and skills learned to identify and define issues relevant to the design problem.
- 1D. - The ability to apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.
- 1E. - The ability to apply knowledge and skills learned to use precedents to inform design concepts or solutions.
- 1F. - The ability to apply knowledge and skills learned to explore and iterate multiple ideas.
- 1G. - the ability to apply knowledge and skills learned to design creative and effective solutions.
- 1H - Student work demonstrates the ability to apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.

Outcome Status

Active

Direct - Portfolio

Assessment Method Description

Sophomore Portfolio Review: All sophomore interior design students were required to prepare and present a comprehensive portfolio toward the end of the Spring semester of the Sophomore year. A digital pdf portfolio was also submitted as a supplemental reference for faculty before and after the presentation. A portion of the portfolio was intended to demonstrate the student's application of Design Process Skills in all aspects of the design process for creative problem solving including:

- 1A. - The ability to apply space planning techniques throughout the design process.
 - 1B. - The ability to apply knowledge and skills learned to solve progressively complex design problems.
 - 1C. - The ability to apply knowledge and skills learned to identify and define issues relevant to the design problem.
 - 1D. - The ability to apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.
 - 1E. - The ability to apply knowledge and skills learned to use precedents to inform design concepts or solutions.
 - 1F. - The ability to apply knowledge and skills learned to explore and iterate multiple ideas.
 - 1G. - the ability to apply knowledge and skills learned to design creative and effective solutions.
 - 1H - Student work demonstrates the ability to apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- The Interior Design faculty members evaluated the content of each sophomore student's portfolio. This evaluation was completed during each student's individual portfolio presentation.

Performance Target

All Sophomore Portfolios will be rated 7 "above average skill with minimal error" or above for the average of the eight sections of the Sophomore Portfolio Review relating to Design Process Skills.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Design Process Skills section was 8.41. These results exceeded our target score of a 7 "above average skill with minimal error".

Optional Charts, Graphs, Images

COA - Interior Design (BID)

DIVISION OF INTERIOR DESIGN 2025 SOPHOMORE PORTFOLIO REVIEW CATEGORY SCORE SUMMARY:

1.A - Student work demonstrates the ability to apply space planning techniques throughout the design process. - Category 1.A	1.B - Student work demonstrates the ability to apply knowledge and skills learned to solve progressively complex design problems. - Category 1.B	1.C - Student work demonstrates the ability to apply knowledge and skills learned to identify and define issues relevant to the design problem. - Category 1.C	1.D - Student work demonstrates the ability to apply knowledge and skills learned to synthesize information to generate evidenced-based design solutions. - Category 1.D	1.E - Student work demonstrates the ability to apply knowledge and skills learned to use precedents to inform design concepts or solutions. - Category 1.E	1.F - Student work demonstrates the ability to apply knowledge and skills learned to explore and iterate multiple ideas. - Category 1.F	1.G - Student work demonstrates the ability to apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development. - Category 1.G
8.57	8.40	8.37	8.19	8.35	8.45	8.58
Category 1: Design Process: Interior designers employ all aspects of the design process to creatively solve a design problem.						Category 1: Design Process 8.41

Results Status

Target Met

Number of Students Assessed

33

Related Documents

[Sophomore Portfolio Review Evaluation_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

USE OF ASSESSMENT RESULTS

Curriculum

We rolled out the new 2024 CIDA standards this academic year, so the students in this review only experienced one year under the updated curriculum. Faculty are already working on refinements based on what we learned from year one and the challenges that came up.

Faculty Development

Several faculty members are in their first year teaching the courses we evaluated for the Sophomore Portfolio Review. They'll continue developing their teaching methods throughout the next academic year.

Overall Program Effectiveness

We beat our target from last year, which is great. Even so, faculty are exploring ways to enhance the design studios and improve student learning outcomes.

Direct - Presentation

Assessment Method Description

COA - Interior Design (BID)

Senior Showcase Exhibit/Portfolio: All senior interior design students were required to prepare and present a comprehensive portfolio at the end of the Spring semester of their Senior year during the Senior Showcase event. This portfolio was presented in an exhibit format. A portion of the portfolio was intended to demonstrate the student's application of Design Process Skills in all aspects of the design process for creative problem solving including:

Students need to employ all aspects of the design process to creatively solve a design problem including:

1A. - The ability to apply space planning techniques throughout the design process.

1B. - The ability to apply knowledge and skills learned to solve progressively complex design problems.

1C. - The ability to apply knowledge and skills learned to identify and define issues relevant to the design problem.

1D. - The ability to apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.

1E. - The ability to apply knowledge and skills learned to use precedents to inform design concepts or solutions.

1F. - The ability to apply knowledge and skills learned to explore and iterate multiple ideas.

1G. - the ability to apply knowledge and skills learned to design creative and effective solutions.

1H - Student work demonstrates the ability to apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.

A panel of industry professionals, including alumni and members of the Interior Design Professional Advisory Board, participated in completing evaluations of the content in each senior student's portfolio. The evaluations were completed as each student individually presented their portfolio to one or two industry professionals at a time until they presented to all the industry professionals. These presentations were also timed so each evaluation panel has equal time with each student.

Performance Target

All Senior Showcase Exhibit/Portfolios will be rated at a 3.5 or higher falling between 3 "demonstrates competent skills with some inaccuracy" and 4 "above average skill with minimal error" or above for the average of the two sections of the Design Process Skills sections of the Senior Showcase evaluation.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Design Process Skills section was 8.75. These results exceeded our target score of a 7 "above average skill with minimal error".

Optional Charts, Graphs, Images

COA - Interior Design (BID)

DIVISION OF INTERIOR DESIGN 2025 SENIOR SHOWCASE CATEGORY SCORE SUMMARY:

17 students evaluated; 22 professionals who reviewed student work

Category 1 - Design Process: Students need to employ all aspects of the design process to creatively solve a design problem including: - demonstrating the ability to apply space planning techniques throughout the design process. - demonstrating the ability to apply knowledge and skills learned to solve progressively complex design problems. - demonstrating the ability to apply knowledge and skills learned to identify and define issues relevant to the design problem. - demonstrating the ability to apply knowledge and skills learned to synthesize information to generate evidenced-based design solutions. - demonstrating the ability to apply knowledge and skills learned to design creative and effective solutions.	
Category 1: Design Process Skills Average:	8.75

Results Status

Target Met

Number of Students Assessed

17

Related Documents

[Senior Showcase Evaluation_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

COA - Interior Design (BID)

USE OF ASSESSMENT RESULTS

Curriculum

These senior-level students benefited from one full year under the new 2024 CIDA standards, and the results show the curriculum changes are working well at the upper levels. Faculty will continue building on this success as more students progress through the complete updated program.

Assessment Process/Procedures

Twenty-two alumni and design professionals joined six faculty members in evaluating student work this year. Many of these industry evaluators were seeing our seniors' projects for the first time and experiencing our assessment process firsthand. We know that having different evaluators each year can lead to some variation in scores, but faculty continue to value the fresh perspectives from practicing professionals and their insights into what skills new graduates need in the field.

Overall Program Effectiveness

We exceeded our target and posted our highest scores yet. These senior showcase results demonstrate that students are graduating with stronger skills and knowledge than before. The improvement at this capstone level shows the program changes are successfully preparing students for professional practice, giving faculty confidence to expand these approaches throughout the curriculum.

Indirect - Student Survey

Assessment Method Description

Senior Exit Survey: All senior interior design students were asked to complete an exit survey. Included in this exit survey was a question asking each student to "Please rate how much you agree to the following statement: The Bachelor of Interior Design program at the University of Oklahoma helped me acquire Design Process Skills in all aspects of the design process for creative problem solving including:

1A. - The ability to apply space planning techniques throughout the design process.

1B. - The ability to apply knowledge and skills learned to solve progressively complex design problems.

1C. - The ability to apply knowledge and skills learned to identify and define issues relevant to the design problem.

1D. - The ability to apply knowledge and skills learned to synthesize information to generate evidence-based design solutions.

1E. - The ability to apply knowledge and skills learned to use precedents to inform design concepts or solutions.

1F. - The ability to apply knowledge and skills learned to explore and iterate multiple ideas.

1G. - the ability to apply knowledge and skills learned to design creative and effective solutions.

1H - Student work demonstrates the ability to apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.

The scale used was: 1=Strongly Disagree; 2=Disagree; 3=Neither Agree or Disagree; 4=Agree; 5=Strongly Agree. _copy

Performance Target

All Senior Exit Survey Responses will be rated at 4 "agree" or above for the average of the eight sections of the Design Process Skills sections of the Senior Exit Survey.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Design Process Skills section was 4.78. This exceeded our target score of 4 or higher, reaching a score between 4 "agree" and 5 "strongly agree".

Optional Charts, Graphs, Images

COA - Interior Design (BID)

UNIVERSITY OF OKLAHOMA - DIVISION OF INTERIOR DESIGN
SENIOR EXIT SURVEY - SPRING 2025
CIDA SCORE AVERAGE SUMMARY

E

			SPRING 2025 SENIOR EXIT SURVEY (12 Students)
CATEGORY 1	Design Process: Interior designers employ all aspects of the design process to creatively solve a design problem.	Student work demonstrates the ability to apply space planning techniques throughout the design process.	4.89
		Student work demonstrates the ability to apply knowledge and skills learned to solve progressively complex design problems.	4.89
		Student work demonstrates the ability to apply knowledge and skills learned to identify and define issues relevant to the design problem.	4.89
		Student work demonstrates the ability to apply knowledge and skills learned to synthesize information to generate evidenced-based design solutions.	4.78
		Student work demonstrates the ability to apply knowledge and skills learned to use precedents to inform design concepts or solutions.	4.67
		Student work demonstrates the ability to apply knowledge and skills learned to explore and iterate multiple ideas.	4.78
		Student work demonstrates the ability to apply knowledge and skills learned to design creative and effective solutions.	4.78
		Student work demonstrates the ability to apply knowledge and skills learned to execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.	4.56
	DESIGN PROCESS CATEGORY SCORE AVERAGE: Interior designers employ all aspects of the design process to creatively solve a design problem..		4.78

COA - Interior Design (BID)

Results Status

Target Met

Number of Students Assessed

12

Related Documents

[Senior Exit Survey_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

USE OF ASSESSMENT RESULTS

Curriculum

Seniors report feeling less prepared than the previous graduating class, which is concerning given the curriculum improvements we've implemented. Since these students experienced only one full year under the new 2024 CIDA standards, the lower self-assessment scores may reflect the challenges of transitioning to new expectations during their final years.

Overall Program Effectiveness

We exceeded our target but saw student confidence scores decline from last year. With responses from 12 of 17 graduates, these results may not capture the full picture of student satisfaction. The responding seniors feel less prepared than the previous cohort, despite the program changes designed to strengthen their skills. Faculty are taking these self-assessment results seriously and will investigate whether students have higher expectations due to the new standards or if there are gaps in the program that need immediate attention.

Human Centered Design Skills_2

Student Learning Outcome (SLO)

Students completing the Bachelor of Interior Design Program must demonstrate Human Centered Design Skills. Interior Designers apply knowledge of human experience and behavior to designing the built environment including:

2.A - Understanding theories related to the impact of the built environment on human experience, behavior, and performance.

2.B - Understanding the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.

2.C - The ability to: gather and apply human-centered evidence.

2.D - The ability to: analyze and synthesize human perception and behavior patterns to inform design solutions.

2.E - The ability to: apply human factors, ergonomics, inclusive, and universal design principles to design solutions.

2.F - The ability to: apply wayfinding techniques to design solutions.

Outcome Status

Active

Direct - Portfolio

Assessment Method Description

COA - Interior Design (BID)

Sophomore Portfolio Review: All sophomore interior design students were required to prepare and present a comprehensive portfolio toward the end of the Spring semester of the Sophomore year. A digital pdf portfolio was also submitted as a supplemental reference for faculty before and after the presentation. A portion of the portfolio was intended to demonstrate the student's application of Human Centered Design Skills. Interior Designers apply knowledge of human experience and behavior to designing the built environment including:

2.A - Understanding theories related to the impact of the built environment on human experience, behavior, and performance.

2.B - Understanding the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.

2.C - The ability to: gather and apply human-centered evidence.

2.D - The ability to: analyze and synthesize human perception and behavior patterns to inform design solutions.

2.E - The ability to: apply human factors, ergonomics, inclusive, and universal design principles to design solutions.

2.F - The ability to: apply wayfinding techniques to design solutions.

The Interior Design faculty members evaluated the content of each sophomore student's portfolio. This evaluation was completed during each student's individual portfolio presentation.

Performance Target

All Sophomore Portfolios will be rated 7 "above average skill with minimal error" or above for the average of the six sections of the Sophomore Portfolio Review relating to Human Centered Design Skills.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Human Centered Design Skills section was 8.41. These results exceeded our target score of a 7 "above average skill with minimal error".

Optional Charts, Graphs, Images

DIVISION OF INTERIOR DESIGN 2025 SOPHOMORE PORTFOLIO REVIEW CATEGORY SCORE SUMMARY:

Category 2.A - Student work demonstrates understanding of the relationship between the designed environment and human experience, wellbeing, behavior, and performance. - Category 2.A	Category 2.B - Student work demonstrates the ability to: analyze and synthesize human perception and behavior patterns to inform design solutions and gather and apply human-centered evidence. - Category 2.B	Category 2.C - Student work demonstrates the ability to: apply human factors, ergonomics, inclusive, and universal design principles to design solutions. - Category 2.C	Category 2.D - Student work demonstrates the ability to: apply wayfinding techniques to design solutions. - Category 2.D
8.43	8.40	8.36	8.44
Category 2: Human-Centered Design: Interior designers apply knowledge of human experience and behavior to designing the built environment.			
Category 2: Human Centered Design			Avg: 8.41

Results Status

Target Met

Number of Students Assessed

COA - Interior Design (BID)

33

Related Documents

[Sophomore Portfolio Review Evaluation_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

USE OF ASSESSMENT RESULTS

Curriculum

We rolled out the new 2024 CIDA standards this academic year, so the students in this review only experienced one year under the updated curriculum. Faculty are already working on refinements based on what we learned from year one and the challenges that came up.

Faculty Development

Several faculty members are in their first year teaching the courses we evaluated for the Sophomore Portfolio Review. They'll continue developing their teaching methods throughout the next academic year.

Overall Program Effectiveness

We beat our target from last year, which is great. Even so, faculty are exploring ways to enhance the design studios and improve student learning outcomes.

Direct - Presentation

Assessment Method Description

Senior Showcase Exhibit/Portfolio: All senior interior design students were required to prepare and present a comprehensive portfolio at the end of the Spring semester of their Senior year during the Senior Showcase event. This portfolio was presented in an exhibit format. A portion of the portfolio was intended to demonstrate the student's application of Human Centered Design Skills including:

2.A - Understanding theories related to the impact of the built environment on human experience, behavior, and performance.

2.B - Understanding the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.

2.C - The ability to: gather and apply human-centered evidence.

2.D - The ability to: analyze and synthesize human perception and behavior patterns to inform design solutions.

2.E - The ability to: apply human factors, ergonomics, inclusive, and universal design principles to design solutions.

2.F - The ability to: apply wayfinding techniques to design solutions.

A panel of industry professionals, including alumni and members of the Interior Design Professional Advisory Board, participated in completing evaluations of the content in each senior student's portfolio. The evaluations were completed as each student individually presented their portfolio to one or two industry professionals at a time until they presented to all the industry professionals. These presentations were also timed so each evaluation panel has equal time with each student.

Performance Target

All Senior Showcase Exhibit/Portfolios will be rated at a 3.5 or higher falling between 3 "demonstrates competent skills with some inaccuracy" and 4 "above average skill with minimal error" or above for the average of the six sections of the Design Process Skills sections of the Senior Showcase evaluation.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Human Centered Design section was 9.6. These results exceeded our target score of a 7 "above average skill with minimal error".

Optional Charts, Graphs, Images

COA - Interior Design (BID)

DIVISION OF INTERIOR DESIGN 2025 SENIOR SHOWCASE CATEGORY SCORE SUMMARY:

17 students evaluated; 22 professionals who reviewed student work

Category 2 - Human-Centered Design:

Students need to apply knowledge of human experience and behavior to designing the built environment including:

- demonstrating understanding of theories related to the impact of the built environment on human experience, behavior, and performance.
- demonstrating the ability to analyze and synthesize human perception and behavior patterns to inform design solutions.
- demonstrating the ability to apply human factors, ergonomics, inclusive, and universal design principles to design solutions.
- demonstrating the ability to apply wayfinding techniques to design solutions.

Category 2: Human Centered Design Avg:

9.6

Results Status

Target Met

Number of Students Assessed

17

Related Documents

[Senior Showcase Evaluation_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

COA - Interior Design (BID)

USE OF ASSESSMENT RESULTS

Curriculum

These senior-level students benefited from one full year under the new 2024 CIDA standards, and the results show the curriculum changes are working well at the upper levels. Faculty will continue building on this success as more students progress through the complete updated program.

Assessment Process/Procedures

Twenty-two alumni and design professionals joined six faculty members in evaluating student work this year. Many of these industry evaluators were seeing our seniors' projects for the first time and experiencing our assessment process firsthand. We know that having different evaluators each year can lead to some variation in scores, but faculty continue to value the fresh perspectives from practicing professionals and their insights into what skills new graduates need in the field.

Overall Program Effectiveness

We exceeded our target and posted our highest scores yet. These senior showcase results demonstrate that students are graduating with stronger skills and knowledge than before. The improvement at this capstone level shows the program changes are successfully preparing students for professional practice, giving faculty confidence to expand these approaches throughout the curriculum.

Indirect - Student Survey

Assessment Method Description

Senior Exit Survey: All senior interior design students were asked to complete an exit survey. Included in this exit survey was a question asking each student to "Please rate how much you agree to the following statement: The Bachelor of Interior Design program at the University of Oklahoma helped me acquire Human Centered Design Skills including:

2.A - Understanding theories related to the impact of the built environment on human experience, behavior, and performance.

2.B - Understanding the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.

2.C - The ability to: gather and apply human-centered evidence.

2.D - The ability to: analyze and synthesize human perception and behavior patterns to inform design solutions.

2.E - The ability to: apply human factors, ergonomics, inclusive, and universal design principles to design solutions.

2.F - The ability to: apply wayfinding techniques to design solutions.

The scale used was: 1=Strongly Disagree; 2=Disagree; 3=Neither Agree or Disagree; 4=Agree; 5=Strongly Agree.

Performance Target

All Senior Exit Survey Responses will be rated at 4 "agree" or above for the average of the six sections of the Human Centered Design Skills sections of the Senior Exit Survey.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Human Centered Design Skills section was 4.67. This exceeded our target score of 4 or higher, reaching a score between 4 "agree" and 5 "strongly agree".

Optional Charts, Graphs, Images

COA - Interior Design (BID)

UNIVERSITY OF OKLAHOMA - DIVISION OF INTERIOR DESIGN
SENIOR EXIT SURVEY - SPRING 2025
CIDA SCORE AVERAGE SUMMARY

E

			SPRING 2025 SENIOR EXIT SURVEY (12 Students)
CATEGORY 2	Human-Centered Design: Interior designers apply knowledge of human experience and behavior to designing the built environment.	Student work demonstrates understanding of: theories related to the impact of the built environment on human experience, behavior, and performance.	4.67
		Student work demonstrates understanding of: the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.	4.67
		Student work demonstrates the ability to: gather and apply human-centered evidence.	4.67
		Student work demonstrates the ability to: analyze and synthesize human perception and behavior patterns to inform design solutions.	4.56
		Student work demonstrates the ability to: apply human factors, ergonomics, inclusive, and universal design principles to design solutions.	4.67
		Student work demonstrates the ability to: apply wayfinding techniques to design solutions.	4.78
	HUMAN-CENTERED DESIGN CATEGORY SCORE AVERAGE: Interior designers apply knowledge of human experience and behavior to designing the built environment.		4.67

COA - Interior Design (BID)

Results Status

Target Met

Number of Students Assessed

12

Related Documents

[Senior Exit Survey_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

USE OF ASSESSMENT RESULTS

Curriculum

Seniors report feeling less prepared than the previous graduating class, which is concerning given the curriculum improvements we've implemented. Since these students experienced only one full year under the new 2024 CIDA standards, the lower self-assessment scores may reflect the challenges of transitioning to new expectations during their final years.

Overall Program Effectiveness

We exceeded our target but saw student confidence scores decline from last year. With responses from 12 of 17 graduates, these results may not capture the full picture of student satisfaction. The responding seniors feel less prepared than the previous cohort, despite the program changes designed to strengthen their skills. Faculty are taking these self-assessment results seriously and will investigate whether students have higher expectations due to the new standards or if there are gaps in the program that need immediate attention.

Design Elements & Principles Skills_4

Student Learning Outcome (SLO)

Students completing the Bachelor of Interior Design Program must demonstrate application of Design Elements & Principles Skills including:

4.A - Understanding the elements and principles of design, including spatial definition and organization.

4.B - Demonstrating the ability to explore a range of two- and three-dimensional design solutions using a variety of media.

4.C - Effectively applying the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.

4.D - Effectively applying the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions

Outcome Status

Active

Direct - Portfolio

Assessment Method Description

Sophomore Portfolio Review: All sophomore interior design students were required to prepare and present a comprehensive portfolio toward the end of the Spring semester of the Sophomore year. A digital pdf portfolio was also submitted as a supplemental reference for faculty before and after the presentation. A portion of the portfolio was intended to demonstrate the student's application of Design Elements and Principles including:

4.A - Understanding the elements and principles of design, including spatial definition and organization.

4.B - Demonstrating the ability to explore a range of two- and three-dimensional design solutions using a variety of media.

4.C - Effectively applying the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.

4.D - Effectively applying the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions'

The Interior Design faculty members evaluated the content of each sophomore student's portfolio. This evaluation was completed during each student's individual portfolio presentation.

Performance Target

All Sophomore Portfolios will be rated 7 "above average skill with minimal error" or above for the average of the four sections of the Sophomore Portfolio Review relating to Design Elements and Principles.

COA - Interior Design (BID)

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Design Elements & Principles section was 8.26. These results exceeded our target score of a 7 "above average skill with minimal error".

Optional Charts, Graphs, Images

DIVISION OF INTERIOR DESIGN 2025 SOPHOMORE PORTFOLIO REVIEW CATEGORY SCORE SUMMARY:

Category 4.A - Students understand the elements and principles of design, including spatial definition and organization. - Category 4.A	Category 4.B - Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions. - Category 4.B	Category 4.C - Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions. - Category 4.C
8.25	8.27	8.26
Category 4: Design Elements & Principles: Interior designers apply elements and principles of design.		
Category 4: Design Elements & Principles Avg: 8.26		

Results Status

Target Met

Number of Students Assessed

33

Related Documents

[Sophomore Portfolio Review Evaluation_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

USE OF ASSESSMENT RESULTS

Curriculum

We rolled out the new 2024 CIDA standards this academic year, so the students in this review only experienced one year under the updated curriculum. Faculty are already working on refinements based on what we learned from year one and the challenges that came up.

Faculty Development

Several faculty members are in their first year teaching the courses we evaluated for the Sophomore Portfolio Review. They'll continue developing their teaching methods throughout the next academic year.

Overall Program Effectiveness

We beat our target from last year, which is great. Even so, faculty are exploring ways to enhance the design studios and improve student learning outcomes.

Direct - Presentation

Assessment Method Description

COA - Interior Design (BID)

Senior Showcase Exhibit/Portfolio: All senior interior design students were required to prepare and present a comprehensive portfolio at the end of the Spring semester of their Senior year during the Senior Showcase event. This portfolio was presented in an exhibit format. A portion of the portfolio was intended to demonstrate the student's application of Design Elements and Principles including:

4.A - Understanding the elements and principles of design, including spatial definition and organization.

4.B - Demonstrating the ability to explore a range of two- and three-dimensional design solutions using a variety of media.

4.C - Effectively applying the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.

4.D - Effectively applying the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.

A panel of industry professionals, including alumni and members of the Interior Design Professional Advisory Board, participated in completing evaluations of the content in each senior student's portfolio. The evaluations were completed as each student individually presented their portfolio to one or two industry professionals at a time until they presented to all the industry professionals. These presentations were also timed so each evaluation panel has equal time with each student.

Performance Target

All Senior Showcase Exhibit/Portfolios will be rated at a 3.5 or higher falling between 3 "demonstrates competent skills with some inaccuracy" and 4 "above average skill with minimal error" or above for the average of the four sections of the Design Elements and Principles portion of the Senior Showcase evaluation.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Design Elements & Principles Skills section was 8.5. These results exceeded our target score of a 7 "above average skill with minimal error".

Optional Charts, Graphs, Images

COA - Interior Design (BID)

DIVISION OF INTERIOR DESIGN 2025 SENIOR SHOWCASE CATEGORY SCORE SUMMARY:

17 students evaluated; 22 professionals who reviewed student work

Category 4 - Design Elements and Principles:

Students need to demonstrate effective communications including:

- understanding the elements and principles of design, including spatial definition and organization.
- demonstrating the ability to explore a range of two- and three-dimensional design solutions using a variety of media.
- effectively applying the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.
- effectively applying the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.

Category 4: Design Elements & Principles Avg:	8.5
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Results Status

Target Met

Number of Students Assessed

17

Related Documents

[Senior Showcase Evaluation_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

COA - Interior Design (BID)

USE OF ASSESSMENT RESULTS

Curriculum

These senior-level students had only one full year under the new 2024 CIDA standards, so holding steady shows the curriculum transition is progressing well at the upper levels. Faculty see this consistency as a positive sign that the new standards aren't disrupting student outcomes as they move toward graduation.

Assessment Process/Procedures

Twenty-two alumni and design professionals joined six faculty members in evaluating student work this year. Many of these industry evaluators were seeing our seniors' projects for the first time and experiencing our assessment process firsthand. Even with different evaluators each year creating natural variation, maintaining consistent scores suggests our students are meeting the professional expectations that matter most to practicing designers.

Overall Program Effectiveness

We exceeded our target and matched last year's performance levels. These senior showcase results demonstrate that students are graduating with consistent skills and knowledge despite curriculum changes happening during their program. The stable scores during this transition period give faculty confidence that the program changes aren't negatively impacting student preparation for professional practice.

Indirect - Student Survey

Assessment Method Description

Senior Exit Survey:

Performance Target

Senior Exit Survey: All senior interior design students were asked to complete an exit survey. Included in this exit survey was a question asking each student to "Please rate how much you agree to the following statement: The Bachelor of Interior Design program at the University of Oklahoma helped me acquire Design Elements and Principles skills including:

4.A - Understanding the elements and principles of design, including spatial definition and organization.

4.B - Demonstrating the ability to explore a range of two- and three-dimensional design solutions using a variety of media.

4.C - Effectively applying the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.

4.D - Effectively applying the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.

The scale used was: 1=Strongly Disagree; 2=Disagree; 3=Neither Agree or Disagree; 4=Agree; 5=Strongly Agree.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Design Elements & Principles Skills section was 4.56. This exceeded our target score of 4 or higher, reaching a score between 4 "agree" and 5 "strongly agree".

Optional Charts, Graphs, Images

COA - Interior Design (BID)

UNIVERSITY OF OKLAHOMA - DIVISION OF INTERIOR DESIGN
SENIOR EXIT SURVEY - SPRING 2025
CIDA SCORE AVERAGE SUMMARY

E

			SPRING 2025 SENIOR EXIT SURVEY (12 Students)
CATEGORY 3	Communication: Interior designers are effective communicators.	Students are able to effectively express ideas and their rationale in oral communication.	4.44
		Students are able to effectively express ideas developed in the design process through visual media: ideation drawings and sketches.	4.67
		Students are able to effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.	4.56
	COMMUNICATION CATEGORY SCORE AVERAGE: Interior designers are effective communicators.		4.56

COA - Interior Design (BID)

Results Status

Target Met

Number of Students Assessed

12

Related Documents

[Senior Exit Survey_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

USE OF ASSESSMENT RESULTS

Curriculum

Seniors report feeling less prepared than the previous graduating class, which is concerning given the curriculum improvements we've implemented. Since these students experienced only one full year under the new 2024 CIDA standards, the lower self-assessment scores may reflect the challenges of transitioning to new expectations during their final years.

Overall Program Effectiveness

We exceeded our target but saw student confidence scores decline from last year. With responses from 12 of 17 graduates, these results may not capture the full picture of student satisfaction. The responding seniors feel less prepared than the previous cohort, despite the program changes designed to strengthen their skills. Faculty are taking these self-assessment results seriously and will investigate whether students have higher expectations due to the new standards or if there are gaps in the program that need immediate attention.

Communication Skills_3

Student Learning Outcome (SLO)

Students completing the Bachelor of Interior Design Program must demonstrate Communication Skills including:

3.A - Effectively expressing ideas and their rationale in oral communication.

3.B - Effectively expressing ideas developed in the design process through visual media: ideation drawings and sketches.

3.C - Effectively expressing project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

Outcome Status

Active

Direct - Portfolio

Assessment Method Description

Sophomore Portfolio Review: All sophomore interior design students were required to prepare and present a comprehensive portfolio toward the end of the Spring semester of the Sophomore year. A digital pdf portfolio was also submitted as a supplemental reference for faculty before and after the presentation. A portion of the portfolio was intended to demonstrate the student's application of Communication Skills including:

3.A - Effectively expressing ideas and their rationale in oral communication.

3.B - Effectively expressing ideas developed in the design process through visual media: ideation drawings and sketches.

3.C - Effectively expressing project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

The Interior Design faculty members evaluated the content of each sophomore student's portfolio. This evaluation was completed during each student's individual portfolio presentation.

Performance Target

All Sophomore Portfolios will be rated 7 "above average skill with minimal error" or above for the average of the three sections of the Sophomore Portfolio Review relating to Communication Skills.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

COA - Interior Design (BID)

08/28/2025

Assessment Results

The average score for the Communications Skills section was 8.53. These results exceeded our target score of a 7 "above average skill with minimal error".

Optional Charts, Graphs, Images

DIVISION OF INTERIOR DESIGN 2025 SOPHOMORE PORTFOLIO REVIEW CATEGORY SCORE SUMMARY:

Category 3.A - Students are able to effectively express ideas developed in the design process through visual media: ideation drawings and sketches. - Category 3.A	Category 3.B - Students are able to effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences. - Category 3.B
8.432215909	8.620227273
Category 3: Communication: Interior designers are effective communicators.	
Category 3: Communication Avg:	8.53

Results Status

Target Met

Number of Students Assessed

33

Related Documents

[Sophomore Portfolio Review Evaluation_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

USE OF ASSESSMENT RESULTS

Curriculum

We rolled out the new 2024 CIDA standards this academic year, so the students in this review only experienced one year under the updated curriculum. Faculty are already working on refinements based on what we learned from year one and the challenges that came up.

Faculty Development

Several faculty members are in their first year teaching the courses we evaluated for the Sophomore Portfolio Review. They'll continue developing their teaching methods throughout the next academic year.

Overall Program Effectiveness

We beat our target from last year, which is great. Even so, faculty are exploring ways to enhance the design studios and improve student learning outcomes.

Direct - Presentation

Assessment Method Description

COA - Interior Design (BID)

Senior Showcase Exhibit/Portfolio: All senior interior design students were required to prepare and present a comprehensive portfolio at the end of the Spring semester of their Senior year during the Senior Showcase event. This portfolio was presented in an exhibit format. A portion of the portfolio was intended to demonstrate the student's application of Communication Skills including:

3.A - Effectively expressing ideas and their rationale in oral communication.

3.B - Effectively expressing ideas developed in the design process through visual media: ideation drawings and sketches.

3.C - Effectively expressing project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

A panel of industry professionals, including alumni and members of the Interior Design Professional Advisory Board, participated in completing evaluations of the content in each senior student's portfolio. The evaluations were completed as each student individually presented their portfolio to one or two industry professionals at a time until they presented to all the industry professionals. These presentations were also timed so each evaluation panel has equal time with each student.

Performance Target

All Senior Showcase Exhibit/Portfolios will be rated at a 3.5 or higher falling between 3 "demonstrates competent skills with some inaccuracy" and 4 "above average skill with minimal error" or above for the average of the three sections of the Communication Skills sections of the Senior Showcase evaluation.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Communication Skills section was 8.26. These results exceeded our target score of a 7 "above average skill with minimal error".

Optional Charts, Graphs, Images

COA - Interior Design (BID)

DIVISION OF INTERIOR DESIGN 2025 SENIOR SHOWCASE CATEGORY SCORE SUMMARY:

17 students evaluated; 22 professionals who reviewed student work

Category 3 - Communication:

Students need to demonstrate effective communication skills including:

- demonstrating the ability to effectively express ideas and their rationale in oral communication.
- demonstrating the ability to effectively express ideas developed in the design process through visual media: ideation drawings and sketches.
- demonstrating the ability to effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

Category 3: Communication Avg:	8.26
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Results Status

Target Met

Number of Students Assessed

17

Related Documents

[Senior Showcase Evaluation_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

COA - Interior Design (BID)

USE OF ASSESSMENT RESULTS

Curriculum

These senior-level students had only one full year under the new 2024 CIDA standards, which may explain the dip as they adjusted to curriculum changes during their final years. Faculty are reviewing the results to determine if this reflects transition challenges or areas where the new curriculum needs earlier reinforcement.

Assessment Process/Procedures

Twenty-two alumni and design professionals joined six faculty members in evaluating student work this year. Many of these industry evaluators were seeing our seniors' projects for the first time and experiencing our assessment process firsthand. While having different evaluators each year can lead to variation in scores, the feedback from practicing professionals helps us understand whether the decline reflects changing industry expectations or areas where our students need stronger preparation.

Overall Program Effectiveness

We exceeded our target but saw scores decline from previous years. These senior showcase results suggest that while students are meeting basic expectations, we're not quite hitting the higher performance levels we achieved last year. Faculty are investigating whether this reflects growing pains from curriculum changes or signals specific areas where students need additional support before graduation.

Indirect - Student Survey

Assessment Method Description

Senior Exit Survey: All senior interior design students were asked to complete an exit survey. Included in this exit survey was a question asking each student to "Please rate how much you agree to the following statement: The Bachelor of Interior Design program at the University of Oklahoma helped me acquire Communication Skills including:

3.A - Effectively expressing ideas and their rationale in oral communication.

3.B - Effectively expressing ideas developed in the design process through visual media: ideation drawings and sketches.

3.C - Effectively expressing project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

Performance Target

All Senior Exit Survey Responses will be rated at 4 "agree" or above for the average of the three sections of the Communication Skills sections of the Senior Exit Survey.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Communication Skills section was 4.56. This exceeded our target score of 4 or higher, reaching a score between 4 "agree" and 5 "strongly agree".

Optional Charts, Graphs, Images

COA - Interior Design (BID)

UNIVERSITY OF OKLAHOMA - DIVISION OF INTERIOR DESIGN
SENIOR EXIT SURVEY - SPRING 2025
CIDA SCORE AVERAGE SUMMARY

E

			SPRING 2025 SENIOR EXIT SURVEY (12 Students)
CATEGORY 3	Communication: Interior designers are effective communicators.	Students are able to effectively express ideas and their rationale in oral communication.	4.44
		Students are able to effectively express ideas developed in the design process through visual media: ideation drawings and sketches.	4.67
		Students are able to effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.	4.56
	COMMUNICATION CATEGORY SCORE AVERAGE: Interior designers are effective communicators.		4.56

COA - Interior Design (BID)

Results Status

Target Met

Number of Students Assessed

12

Related Documents

[Senior Exit Survey_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

USE OF ASSESSMENT RESULTS

Curriculum

Seniors report feeling less prepared than the previous graduating class, which is concerning given the curriculum improvements we've implemented. Since these students experienced only one full year under the new 2024 CIDA standards, the lower self-assessment scores may reflect the challenges of transitioning to new expectations during their final years.

Overall Program Effectiveness

We exceeded our target but saw student confidence scores decline from last year. With responses from 12 of 17 graduates, these results may not capture the full picture of student satisfaction. The responding seniors feel less prepared than the previous cohort, despite the program changes designed to strengthen their skills. Faculty are taking these self-assessment results seriously and will investigate whether students have higher expectations due to the new standards or if there are gaps in the program that need immediate attention.

Light and Color Skills_5

Student Learning Outcome (SLO)

Students completing the Bachelor of Interior Design Program must demonstrate knowledge of Light and Color Skills and the application of the principles and theories of light and color in relation to environmental impact and human wellbeing including:

5.A - Having an awareness of a range of sources for information and research about color.

5.B - Demonstrating an understanding of color terminology.

5.C - Demonstrating an understanding of color principles, theories, and systems.

5.D - Demonstrating an understanding of color in relation to materials, textures, light, and form.

5.E - Demonstrating the ability to appropriately select and apply color to support design concepts.

5.F - Demonstrating the ability to appropriately select and apply color to multiple design functions.

Outcome Status

Active

Direct - Portfolio

Assessment Method Description

Sophomore Portfolio Review: All sophomore interior design students were required to prepare and present a comprehensive portfolio toward the end of the Spring semester of the Sophomore year. A digital pdf portfolio was also submitted as a supplemental reference for faculty before and after the presentation. A portion of the portfolio was intended to demonstrate the student's application of Light and Color skills including:

5.A - Having an awareness of a range of sources for information and research about color.

5.B - Demonstrating an understanding of color terminology.

5.C - Demonstrating an understanding of color principles, theories, and systems.

5.D - Demonstrating an understanding of color in relation to materials, textures, light, and form.

5.E - Demonstrating the ability to appropriately select and apply color to support design concepts.

5.F - Demonstrating the ability to appropriately select and apply color to multiple design functions.

The Interior Design faculty members evaluated the content of each sophomore student's portfolio. This evaluation was completed during each student's individual portfolio presentation.

Performance Target

COA - Interior Design (BID)

All Sophomore Portfolios will be rated 7 “above average skill with minimal error” or above for the average of the six sections of the Sophomore Portfolio Review relating to Light and Color Skills.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Light & Color section was 8.49. These results exceeded our target score of a 7 “above average skill with minimal error”.

Optional Charts, Graphs, Images

DIVISION OF INTERIOR DESIGN 2025 SOPHOMORE PORTFOLIO REVIEW CATEGORY SCORE SUMMARY:

Category 5.A - Student work demonstrates an understanding of color terminology. - Category 5.A	Category 5.B - Student work demonstrates an understanding of color principles, theories, and systems. - Category 5.B	Category 5.C - Student work demonstrates understanding of color in relation to materials, textures, light, and form. - Category 5.C	Category 5.D - Student work demonstrates the ability to appropriately select and apply color to support design concepts. - Category 5.D
8.44	8.45	8.42	8.63
Category 5: Light and Color: Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.			
			Category 5: Light & Color Avg: 8.48

Results Status

Target Met

Number of Students Assessed

33

Related Documents

[Sophomore Portfolio Review Evaluation_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

USE OF ASSESSMENT RESULTS

Curriculum

We rolled out the new 2024 CIDA standards this academic year, so the students in this review only experienced one year under the updated curriculum. Faculty are already working on refinements based on what we learned from year one and the challenges that came up.

Faculty Development

Several faculty members are in their first year teaching the courses we evaluated for the Sophomore Portfolio Review. They'll continue developing their teaching methods throughout the next academic year.

Overall Program Effectiveness

We beat our target from last year, which is great. Even so, faculty are exploring ways to enhance the design studios and improve student learning outcomes.

Direct - Presentation

Assessment Method Description

COA - Interior Design (BID)

Senior Showcase Exhibit/Portfolio: All senior interior design students were required to prepare and present a comprehensive portfolio at the end of the Spring semester of their Senior year during the Senior Showcase event. This portfolio was presented in an exhibit format. A portion of the portfolio was intended to demonstrate the student's application of Light and Color skills including:

5.A - Having an awareness of a range of sources for information and research about color.

5.B - Demonstrating an understanding of color terminology.

5.C - Demonstrating an understanding of color principles, theories, and systems.

5.D - Demonstrating an understanding of color in relation to materials, textures, light, and form.

5.E - Demonstrating the ability to appropriately select and apply color to support design concepts.

5.F - Demonstrating the ability to appropriately select and apply color to multiple design functions.

A panel of industry professionals, including alumni and members of the Interior Design Professional Advisory Board, participated in completing evaluations of the content in each senior student's portfolio. The evaluations were completed as each student individually presented their portfolio to one or two industry professionals at a time until they presented to all the industry professionals. These presentations were also timed so each evaluation panel has equal time with each student.

Performance Target

All Senior Showcase Exhibit/Portfolios will be rated at a 3.5 or higher falling between 3 "demonstrates competent skills with some inaccuracy" and 4 "above average skill with minimal error" or above for the average of the six sections of the Light and Color Skills portion of the Senior Showcase evaluation.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Light & Color Skills section was 8.34. These results exceeded our target score of a 7 "above average skill with minimal error".

Optional Charts, Graphs, Images

COA - Interior Design (BID)

DIVISION OF INTERIOR DESIGN 2025 SENIOR SHOWCASE CATEGORY SCORE SUMMARY:
17 students evaluated; 22 professionals who reviewed student work

Category 5 Light & Color	
Students need to demonstrate the application of the principles and theories of light effectively in relation to environmental impact and human wellbeing including:	
- demonstrating understanding of the principles of natural and artificial lighting design. - demonstrating the understanding of strategies for using and modulating natural light. - demonstrating the ability to competently select and apply luminaires and light sources.	
Category 5: Light & Color Avg:	8.34

Results Status

Target Met

Number of Students Assessed

17

Related Documents

[Senior Showcase Evaluation_Spring 2025.pdf](#);
[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

COA - Interior Design (BID)

USE OF ASSESSMENT RESULTS

Curriculum

These senior-level students had only one full year under the new 2024 CIDA standards, which may explain the dip as they adjusted to curriculum changes during their final years. Faculty are reviewing the results to determine if this reflects transition challenges or areas where the new curriculum needs earlier reinforcement.

Assessment Process/Procedures

Twenty-two alumni and design professionals joined six faculty members in evaluating student work this year. Many of these industry evaluators were seeing our seniors' projects for the first time and experiencing our assessment process firsthand. While having different evaluators each year can lead to variation in scores, the feedback from practicing professionals helps us understand whether the decline reflects changing industry expectations or areas where our students need stronger preparation.

Overall Program Effectiveness

We exceeded our target but saw scores decline from previous years. These senior showcase results suggest that while students are meeting basic expectations, we're not quite hitting the higher performance levels we achieved last year. Faculty are investigating whether this reflects growing pains from curriculum changes or signals specific areas where students need additional support before graduation.

Indirect - Student Survey

Assessment Method Description

Senior Exit Survey: All senior interior design students were asked to complete an exit survey. Included in this exit survey was a question asking each student to "Please rate how much you agree to the following statement: The Bachelor of Interior Design program at the University of Oklahoma helped me acquire Light and Color Skills in all aspects of the design process for creative problem solving including:

5.A - Having an awareness of a range of sources for information and research about color.

5.B - Demonstrating an understanding of color terminology.

5.C - Demonstrating an understanding of color principles, theories, and systems.

5.D - Demonstrating an understanding of color in relation to materials, textures, light, and form.

5.E - Demonstrating the ability to appropriately select and apply color to support design concepts.

5.F - Demonstrating the ability to appropriately select and apply color to multiple design functions.

The scale used was: 1=Strongly Disagree; 2=Disagree; 3=Neither Agree or Disagree; 4=Agree; 5=Strongly Agree.

Performance Target

All Senior Exit Survey Responses will be rated at 4 "agree" or above for the average of the six sections of the Light and Color Skills portion of the Senior Exit Survey.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Light & Color Skills section was 4.65. This exceeded our target score of 4 or higher, reaching a score between 4 "agree" and 5 "strongly agree".

Optional Charts, Graphs, Images

COA - Interior Design (BID)

UNIVERSITY OF OKLAHOMA - DIVISION OF INTERIOR DESIGN
SENIOR EXIT SURVEY - SPRING 2025
CIDA SCORE AVERAGE SUMMARY

E

			SPRING 2025 SENIOR EXIT SURVEY (12 Students)
CATEGORY 5	<u>Light and Color:</u> Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.	Students have awareness of a range of sources for information and research about color.	4.56
		Student work demonstrates understanding of color terminology.	4.75
		Student work demonstrates understanding of color principles, theories, and systems.	4.56
		Student work demonstrates understanding of color in relation to materials, textures, light, and form.	4.67
		Student work demonstrates the ability to appropriately select and apply color to support design concepts.	4.56
		Student work demonstrates the ability to appropriately select and apply color to multiple design functions.	4.78
		LIGHT & COLOR CATEGORY SCORE AVERAGE: Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.	

COA - Interior Design (BID)

Results Status

Target Met

Number of Students Assessed

12

Related Documents

[Senior Exit Survey_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

USE OF ASSESSMENT RESULTS

Curriculum

Seniors report feeling less prepared than the previous graduating class, which is concerning given the curriculum improvements we've implemented. Since these students experienced only one full year under the new 2024 CIDA standards, the lower self-assessment scores may reflect the challenges of transitioning to new expectations during their final years.

Overall Program Effectiveness

We exceeded our target but saw student confidence scores decline from last year. With responses from 12 of 17 graduates, these results may not capture the full picture of student satisfaction. The responding seniors feel less prepared than the previous cohort, despite the program changes designed to strengthen their skills. Faculty are taking these self-assessment results seriously and will investigate whether students have higher expectations due to the new standards or if there are gaps in the program that need immediate attention.

Products and Materials Skills_6

Student Learning Outcome (SLO)

Students completing the Bachelor of Interior Design Program must complete design solutions that integrate furnishings, products, materials and finishes and must demonstrated an understanding of how furnishings, objects, materials and finishes work together to support the design intent.

Outcome Status

Active

Direct - Portfolio

Assessment Method Description

Sophomore Portfolio Review: All sophomore interior design students were required to prepare and present a comprehensive portfolio toward the end of the Spring semester of the Sophomore year. A digital pdf portfolio was also submitted as a supplemental reference for faculty before and after the presentation. A portion of the portfolio was intended to demonstrate the student's integration of furnishings, products, materials and finishes into a design solutions and must demonstrated an understanding of how furnishings, objects, materials and finishes work together to support the design intent.

The Interior Design faculty members evaluated the content of each sophomore student's portfolio. This evaluation was completed during each student's individual portfolio presentation.

Performance Target

All Sophomore Portfolios will be rated 7 "above average skill with minimal error" or above for the average of the two sections of the Sophomore Portfolio Review relating to Products and Materials Skills.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Products & Materials section was 8.48. These results exceeded our target score of a 7 "above average skill with minimal error".

COA - Interior Design (BID)

Optional Charts, Graphs, Images

DIVISION OF INTERIOR DESIGN 2025 SOPHOMORE PORTFOLIO REVIEW CATEGORY SCORE SUMMARY:

Category 6.A - Student work demonstrates an understanding of how furnishings, objects, materials, and finishes work together to support the design intent. - Category 6.A	
8.48	
Category 6: Products and Materials: Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.	
Category 6: Products and Materials	
Avg:	8.48

Results Status

Target Met

Number of Students Assessed

33

Related Documents

[Sophomore Portfolio Review Evaluation_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

USE OF ASSESSMENT RESULTS

Curriculum

We rolled out the new 2024 CIDA standards this academic year, so the students in this review only experienced one year under the updated curriculum. Faculty are already working on refinements based on what we learned from year one and the challenges that came up.

Faculty Development

Several faculty members are in their first year teaching the courses we evaluated for the Sophomore Portfolio Review. They'll continue developing their teaching methods throughout the next academic year.

Overall Program Effectiveness

We beat our target from last year, which is great. Even so, faculty are exploring ways to enhance the design studios and improve student learning outcomes.

Direct - Presentation

Assessment Method Description

Senior Showcase Exhibit/Portfolio: All senior interior design students were required to prepare and present a comprehensive portfolio at the end of the Spring semester of their Senior year during the Senior Showcase event. This portfolio was presented in an exhibit format. A portion of the portfolio was intended to demonstrate the student's integration of furnishings, products, materials and finishes into a design solutions and must demonstrated an understanding of how furnishings, objects, materials and finishes work together to support the design intent.

A panel of industry professionals, including alumni and members of the Interior Design Professional Advisory Board, participated in completing evaluations of the content in each senior student's portfolio. The evaluations were completed as each student individually presented their portfolio to one or two industry professionals at a time until they presented to all the industry professionals. These presentations were also timed so each evaluation panel has equal time with each student.

COA - Interior Design (BID)

Performance Target

All Senior Showcase Exhibit/Portfolios will be rated at a 3.5 or higher falling between 3 “demonstrates competent skills with some inaccuracy” and 4 “above average skill with minimal error” or above for the Products and Materials Skills section of the Senior Showcase evaluation.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Products and Materials Skills section was 8.4. These results exceeded our target score of a 7 “above average skill with minimal error”.

Optional Charts, Graphs, Images

COA - Interior Design (BID)

DIVISION OF INTERIOR DESIGN 2025 SENIOR SHOWCASE CATEGORY SCORE SUMMARY:
17 students evaluated; 22 professionals who reviewed student work

Category 6 - Products and Materials: Students need to complete design solutions that integrate furnishings, products, materials, and finishes including: - demonstrating understanding of how furnishings, objects, materials, and finishes work together to support the design intent. - demonstrating understanding of appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing. - demonstrating the ability to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, and elements in support of the design intent.	
Category 6: Products and Materials Avg:	8.4

Results Status

Target Met

Number of Students Assessed

17

Related Documents

[Senior Showcase Evaluation_Spring 2025.pdf](#);
[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

COA - Interior Design (BID)

USE OF ASSESSMENT RESULTS

Curriculum

These senior-level students benefited from one full year under the new 2024 CIDA standards, and the results show the curriculum changes are working well at the upper levels. Faculty will continue building on this success as more students progress through the complete updated program.

Assessment Process/Procedures

Twenty-two alumni and design professionals joined six faculty members in evaluating student work this year. Many of these industry evaluators were seeing our seniors' projects for the first time and experiencing our assessment process firsthand. We know that having different evaluators each year can lead to some variation in scores, but faculty continue to value the fresh perspectives from practicing professionals and their insights into what skills new graduates need in the field.

Overall Program Effectiveness

We exceeded our target and posted our highest scores yet. These senior showcase results demonstrate that students are graduating with stronger skills and knowledge than before. The improvement at this capstone level shows the program changes are successfully preparing students for professional practice, giving faculty confidence to expand these approaches throughout the curriculum.

Indirect - Student Survey

Assessment Method Description

Senior Exit Survey: All senior interior design students were asked to complete an exit survey. Included in this exit survey was a question asking each student to "Please rate how much you agree to the following statement: The Bachelor of Interior Design program at the University of Oklahoma helped me acquire the skills needed to integrate furnishings, products, materials and finishes into a design solutions and demonstrate an understanding of how furnishings, objects, materials and finishes work together to support the design intent.

The scale used was: 1=Strongly Disagree; 2=Disagree; 3=Neither Agree or Disagree; 4=Agree; 5=Strongly Agree.

Performance Target

All Senior Exit Survey Responses will be rated at 4 "agree" or above for the average of the eight sections of the Products and Materials Skills portion of the Senior Exit Survey.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Products & Materials Skills section was 4.67. This exceeded our target score of 4 or higher, reaching a score between 4 "agree" and 5 "strongly agree".

Optional Charts, Graphs, Images

COA - Interior Design (BID)

UNIVERSITY OF OKLAHOMA - DIVISION OF INTERIOR DESIGN
SENIOR EXIT SURVEY - SPRING 2025
CIDA SCORE AVERAGE SUMMARY

E

			SPRING 2025 SENIOR EXIT SURVEY (12 Students)	
CATEGORY 6	<u>Products and Materials:</u> Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.	Student work demonstrates understanding of how furnishings, objects, materials, and finishes work together to support the design intent.		4.67
	PRODUCTS AND MATERIALS CATEGORY SCORE AVERAGE: Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.			4.67

COA - Interior Design (BID)

Results Status

Target Met

Number of Students Assessed

12

Related Documents

[Senior Exit Survey_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

USE OF ASSESSMENT RESULTS

Curriculum

The results show consistent student confidence levels despite curriculum changes. Since these students experienced only one full year under the new 2024 CIDA standards, maintaining steady self-assessment scores suggests the transition is going smoothly and students feel equally prepared as previous graduates.

Overall Program Effectiveness

We exceeded our target and matched last year's student satisfaction levels. Although only 12 of 17 graduates responded to the survey, those who did report the same level of confidence about their preparation as the previous cohort. The stable self-assessment results during this transition period indicate that program changes aren't negatively impacting how students view their readiness for professional practice.

Construction Skills_7

Student Learning Outcome (SLO)

Students completing the Bachelor of Interior Design Program must demonstrate Construction skills including interior construction and its interrelationship with base building construction and systems including:

7.A - Demonstrating an understanding that design solutions affect and are impacted by vertical and horizontal systems of transport and circulations such as stairs, elevators, or escalators.

7.B - Demonstrating an understanding of the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents

Outcome Status

Active

Direct - Portfolio

Assessment Method Description

Sophomore Portfolio Review: All sophomore interior design students were required to prepare and present a comprehensive portfolio toward the end of the Spring semester of the Sophomore year. A digital pdf portfolio was also submitted as a supplemental reference for faculty before and after the presentation. A portion of the portfolio was intended to demonstrate the student's application of Construction skills including interior construction and its interrelationship with base building construction and systems including:

7.A - Demonstrating an understanding that design solutions affect and are impacted by vertical and horizontal systems of transport and circulations such as stairs, elevators, or escalators.

7.B - Demonstrating an understanding of the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

The Interior Design faculty members evaluated the content of each sophomore student's portfolio. This evaluation was completed during each student's individual portfolio presentation.

Performance Target

All Sophomore Portfolios will be rated 7 "above average skill with minimal error" or above for the average of the two sections of the Sophomore Portfolio Review relating to Construction Skills.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

COA - Interior Design (BID)

Assessment Results

The average score for the Construction Skills section was 8.00. These results exceeded our target score of a 7 “above average skill with minimal error”.

Optional Charts, Graphs, Images

DIVISION OF INTERIOR DESIGN 2025 SOPHOMORE PORTFOLIO REVIEW CATEGORY SCORE SUMMARY:

Category 7.A - Student work demonstrates an understanding that design solutions affect and are impacted by vertical systems of transport and circulation such as stairs, elevators, or escalators. - Category 7.A	Category 7.B - Student work demonstrates an understanding that design solutions affect and are impacted by horizontal circulation. - Category 7.B	Category 7.C - Students understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents. - Category 7.C
8.15	7.57	8.28
Category 7: Construction & Circulation: Interior designers understand interior construction and its interrelationship with base building construction and systems.		
Category 7: Const & Circ. Avg: 8.00		

Results Status

Target Met

Number of Students Assessed

33

Related Documents

[Sophomore Portfolio Review Evaluation_Spring 2025.pdf](#);
[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

USE OF ASSESSMENT RESULTS

Curriculum

We exceeded our target and maintained the same scores as last year. Given that we implemented the new 2024 CIDA standards this academic year and students only experienced one year under the updated curriculum, holding steady shows the transition is going smoothly. Faculty will continue refining the curriculum based on this year's insights.

Faculty Development

Even with several faculty members in their first year teaching the courses evaluated for the Sophomore Portfolio Review, we maintained our performance level. This suggests our faculty development efforts are working well during the transition period.

Overall Program Effectiveness

We exceeded our target and matched last year's scores. Maintaining this level of performance while implementing curriculum changes and integrating new faculty shows program stability. Faculty will keep looking for opportunities to push scores even higher in the design studios and student learning outcomes.

Direct - Presentation

Assessment Method Description

COA - Interior Design (BID)

Senior Showcase Exhibit/Portfolio: All senior interior design students were required to prepare and present a comprehensive portfolio at the end of the Spring semester of their Senior year during the Senior Showcase event. This portfolio was presented in an exhibit format. A portion of the portfolio was intended to demonstrate the student's application of Construction skills including interior construction and its interrelationship with base building construction and systems including:

7.A - Demonstrating an understanding that design solutions affect and are impacted by vertical and horizontal systems of transport and circulations such as stairs, elevators, or escalators.

7.B - Demonstrating an understanding of the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

A panel of industry professionals, including alumni and members of the Interior Design Professional Advisory Board, participated in completing evaluations of the content in each senior student's portfolio. The evaluations were completed as each student individually presented their portfolio to one or two industry professionals at a time until they presented to all the industry professionals. These presentations were also timed so each evaluation panel has equal time with each student.

Performance Target

All Senior Showcase Exhibit/Portfolios will be rated at a 3.5 or higher falling between 3 "demonstrates competent skills with some inaccuracy" and 4 "above average skill with minimal error" or above for the average of the two sections of the Construction Skills portion of the Senior Showcase evaluation.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Construction Skills section was 9.2. These results exceeded our target score of a 7 "above average skill with minimal error".

Optional Charts, Graphs, Images

COA - Interior Design (BID)

DIVISION OF INTERIOR DESIGN 2025 SENIOR SHOWCASE CATEGORY SCORE SUMMARY:

17 students evaluated; 22 professionals who reviewed student work

Category 7 - Construction:

Students need to understand interior construction and its interrelationship with base building construction and systems including:

- demonstrating an understanding that design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- demonstrating an understanding of the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

Category 7: Construction Avg:	9.2
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Results Status

Target Met

Number of Students Assessed

17

Related Documents

[Senior Showcase Evaluation_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

COA - Interior Design (BID)

USE OF ASSESSMENT RESULTS

Curriculum

These senior-level students benefited from one full year under the new 2024 CIDA standards, and the results show the curriculum changes are working well at the upper levels. Faculty will continue building on this success as more students progress through the complete updated program.

Assessment Process/Procedures

Twenty-two alumni and design professionals joined six faculty members in evaluating student work this year. Many of these industry evaluators were seeing our seniors' projects for the first time and experiencing our assessment process firsthand. We know that having different evaluators each year can lead to some variation in scores, but faculty continue to value the fresh perspectives from practicing professionals and their insights into what skills new graduates need in the field.

Overall Program Effectiveness

We exceeded our target and posted our highest scores yet. These senior showcase results demonstrate that students are graduating with stronger skills and knowledge than before. The improvement at this capstone level shows the program changes are successfully preparing students for professional practice, giving faculty confidence to expand these approaches throughout the curriculum.

Indirect - Student Survey

Assessment Method Description

Senior Exit Survey: All senior interior design students were asked to complete an exit survey. Included in this exit survey was a question asking each student to "Please rate how much you agree to the following statement: The Bachelor of Interior Design program at the University of Oklahoma helped me acquire Construction skills including interior construction and its interrelationship with base building construction and systems including: 7.A - Demonstrating an understanding that design solutions affect and are impacted by vertical and horizontal systems of transport and circulations such as stairs, elevators, or escalators.

7.B - Demonstrating an understanding of the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

The scale used was: 1=Strongly Disagree; 2=Disagree; 3=Neither Agree or Disagree; 4=Agree; 5=Strongly Agree.

Performance Target

All Senior Exit Survey Responses will be rated at 4 "agree" or above for the average of the two sections of the Construction Skills portion of the Senior Exit Survey.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Construction Skills section was 4.45. This exceeded our target score of 4 or higher, reaching a score between 4 "agree" and 5 "strongly agree".

Optional Charts, Graphs, Images

COA - Interior Design (BID)

UNIVERSITY OF OKLAHOMA - DIVISION OF INTERIOR DESIGN
SENIOR EXIT SURVEY - SPRING 2025
CIDA SCORE AVERAGE SUMMARY

E

			SPRING 2025 SENIOR EXIT SURVEY (12 Students)
CATEGORY 7	<u>Construction:</u> Interior designers understand interior construction and its interrelationship with base building construction and systems.	Student work demonstrates understanding that design solutions affect and are impacted by vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.	4.67
		Students understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.	4.22
	CONSTRUCTION CATEGORY SCORE AVERAGE: Interior designers understand interior construction and its interrelationship with base building construction and systems.		4.45

COA - Interior Design (BID)

Results Status

Target Met

Number of Students Assessed

12

Related Documents

[Senior Exit Survey_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

USE OF ASSESSMENT RESULTS

Curriculum

Seniors report feeling less prepared than the previous graduating class, which is concerning given the curriculum improvements we've implemented. Since these students experienced only one full year under the new 2024 CIDA standards, the lower self-assessment scores may reflect the challenges of transitioning to new expectations during their final years.

Overall Program Effectiveness

We exceeded our target but saw student confidence scores decline from last year. With responses from 12 of 17 graduates, these results may not capture the full picture of student satisfaction. The responding seniors feel less prepared than the previous cohort, despite the program changes designed to strengthen their skills. Faculty are taking these self-assessment results seriously and will investigate whether students have higher expectations due to the new standards or if there are gaps in the program that need immediate attention.

Regulations and Guidelines Skills_8

Student Learning Outcome (SLO)

Students completing the Bachelor of Interior Design Program must demonstrate knowledge of Regulations and Guidelines skills wherein interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces including:

8.A - Demonstrating the ability to apply federal, state/provincial, and local codes including fire and life safety.

8.B - Demonstrating the ability to apply barrier-free and accessibility regulations and guidelines.

Outcome Status

Active

Direct - Portfolio

Assessment Method Description

Sophomore Portfolio Review: All sophomore interior design students were required to prepare and present a comprehensive portfolio toward the end of the Spring semester of the Sophomore year. A digital pdf portfolio was also submitted as a supplemental reference for faculty before and after the presentation. A portion of the portfolio was intended to demonstrate the student's application of knowledge of Regulations and Guidelines skills wherein interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces including:

8.A - Demonstrating the ability to apply federal, state/provincial, and local codes including fire and life safety.

8.B - Demonstrating the ability to apply barrier-free and accessibility regulations and guidelines.

The Interior Design faculty members evaluated the content of each sophomore student's portfolio. This evaluation was completed during each student's individual portfolio presentation.

Performance Target

All Sophomore Portfolios will be rated 7 "above average skill with minimal error" or above for the average of the two sections of the Sophomore Portfolio Review relating to Regulations and Guidelines Skills.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

COA - Interior Design (BID)

The average score for the Regulations & Guidelines section was 8.34. These results exceeded our target score of a 7 “above average skill with minimal error”.

Optional Charts, Graphs, Images

DIVISION OF INTERIOR DESIGN 2025 SOPHOMORE PORTFOLIO REVIEW CATEGORY SCORE SUMMARY:

Category 8.A - Student work demonstrates the ability to apply federal, state/provincial, and local codes including occupancy group and load calculations. - Category 8.A	Category 8.B - Student work demonstrates the ability to apply federal, state/provincial, and local codes including movement, travel distance and means of egress. - Category 8.B	Category 8.C - Student work demonstrates the ability to apply barrier-free and accessibility regulations and guidelines. - Category 8.C
8.43	8.30	8.29
Category 8: Regulations and Guidelines: Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.		
Category 8: Regulations and Guidelines: 8.34		

Results Status

Target Met

Number of Students Assessed

33

Related Documents

[Sophomore Portfolio Review Evaluation_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

USE OF ASSESSMENT RESULTS

Curriculum

We rolled out the new 2024 CIDA standards this academic year, so the students in this review only experienced one year under the updated curriculum. Faculty are already working on refinements based on what we learned from year one and the challenges that came up.

Faculty Development

Several faculty members are in their first year teaching the courses we evaluated for the Sophomore Portfolio Review. They'll continue developing their teaching methods throughout the next academic year.

Overall Program Effectiveness

We beat our target from last year, which is great. Even so, faculty are exploring ways to enhance the design studios and improve student learning outcomes.

Direct - Presentation

Assessment Method Description

COA - Interior Design (BID)

Senior Showcase Exhibit/Portfolio: All senior interior design students were required to prepare and present a comprehensive portfolio at the end of the Spring semester of their Senior year during the Senior Showcase event. This portfolio was presented in an exhibit format. A portion of the portfolio was intended to demonstrate the student's application of knowledge of Regulations and Guidelines skills wherein interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces including:

8.A - Demonstrating the ability to apply federal, state/provincial, and local codes including fire and life safety.

8.B - Demonstrating the ability to apply barrier-free and accessibility regulations and guidelines.

A panel of industry professionals, including alumni and members of the Interior Design Professional Advisory Board, participated in completing evaluations of the content in each senior student's portfolio. The evaluations were completed as each student individually presented their portfolio to one or two industry professionals at a time until they presented to all the industry professionals. These presentations were also timed so each evaluation panel has equal time with each student.

Performance Target

All Senior Showcase Exhibit/Portfolios will be rated at a 3.5 or higher falling between 3 "demonstrates competent skills with some inaccuracy" and 4 "above average skill with minimal error" or above for the average of the two sections of the Regulations and Guidelines Skills portion of the Senior Showcase evaluation.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Regulations and Guidelines Skills section was 8.8. These results exceeded our target score of a 7 "above average skill with minimal error".

Optional Charts, Graphs, Images

COA - Interior Design (BID)

DIVISION OF INTERIOR DESIGN 2025 SENIOR SHOWCASE CATEGORY SCORE SUMMARY:
17 students evaluated; 22 professionals who reviewed student work

Category 8 - Regulations and Guidelines: Students need to apply laws, codes, standards, and guidelines that impact human experience of interior spaces including: - demonstrating the ability to apply federal, state/provincial, and local codes including fire and life safety. - demonstrating the ability to apply barrier-free and accessibility regulations and guidelines.	
Category 8: Regulations & Guidelines Avg:	8.8

Results Status

Target Met

Number of Students Assessed

17

Related Documents

[Senior Showcase Evaluation_Spring 2025.pdf](#);
[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

COA - Interior Design (BID)

USE OF ASSESSMENT RESULTS

Curriculum

These senior-level students benefited from one full year under the new 2024 CIDA standards, and the results show the curriculum changes are working well at the upper levels. Faculty will continue building on this success as more students progress through the complete updated program.

Assessment Process/Procedures

Twenty-two alumni and design professionals joined six faculty members in evaluating student work this year. Many of these industry evaluators were seeing our seniors' projects for the first time and experiencing our assessment process firsthand. We know that having different evaluators each year can lead to some variation in scores, but faculty continue to value the fresh perspectives from practicing professionals and their insights into what skills new graduates need in the field.

Overall Program Effectiveness

We exceeded our target and posted our highest scores yet. These senior showcase results demonstrate that students are graduating with stronger skills and knowledge than before. The improvement at this capstone level shows the program changes are successfully preparing students for professional practice, giving faculty confidence to expand these approaches throughout the curriculum.

Indirect - Student Survey

Assessment Method Description

Senior Exit Survey: All senior interior design students were asked to complete an exit survey. Included in this exit survey was a question asking each student to "Please rate how much you agree to the following statement: The Bachelor of Interior Design program at the University of Oklahoma helped me acquire knowledge of Regulations and Guidelines skills wherein interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces including:

8.A - Demonstrating the ability to apply federal, state/provincial, and local codes including fire and life safety.

8.B - Demonstrating the ability to apply barrier-free and accessibility regulations and guidelines.

The scale used was: 1=Strongly Disagree; 2=Disagree; 3=Neither Agree or Disagree; 4=Agree; 5=Strongly Agree.

Performance Target

All Senior Exit Survey Responses will be rated at 4 "agree" or above for the average of the two sections of the Regulations and Guidelines Skills portion of the Senior Exit Survey.

Related Documents

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

2024 - 2025

Assessment Results Entry Date

08/28/2025

Assessment Results

The average score for the Regulations & Guidelines section was 4.56. This exceeded our target score of 4 or higher, reaching a score between 4 "agree" and 5 "strongly agree".

Optional Charts, Graphs, Images

COA - Interior Design (BID)

UNIVERSITY OF OKLAHOMA - DIVISION OF INTERIOR DESIGN
SENIOR EXIT SURVEY - SPRING 2025
CIDA SCORE AVERAGE SUMMARY

E

			SPRING 2025 SENIOR EXIT SURVEY (12 Students)
CATEGORY 8	<u>Regulations and Guidelines:</u> Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.	Student work demonstrates the ability to apply federal, state/provincial, and local codes including fire and life safety.	4.33
		Student work demonstrates the ability to apply barrier-free and accessibility regulations and guidelines.	4.56

COA - Interior Design (BID)

Results Status

Target Met

Number of Students Assessed

12

Related Documents

[Senior Exit Survey_Spring 2025.pdf](#);

[OU ID CIDA 2024 Curriculum Matrix_Fall 2024 Faculty Updates.pdf](#)

USE OF ASSESSMENT RESULTS

Curriculum

Seniors report feeling less prepared than the previous graduating class, which is concerning given the curriculum improvements we've implemented. Since these students experienced only one full year under the new 2024 CIDA standards, the lower self-assessment scores may reflect the challenges of transitioning to new expectations during their final years.

Overall Program Effectiveness

We exceeded our target but saw student confidence scores decline from last year. With responses from 12 of 17 graduates, these results may not capture the full picture of student satisfaction. The responding seniors feel less prepared than the previous cohort, despite the program changes designed to strengthen their skills. Faculty are taking these self-assessment results seriously and will investigate whether students have higher expectations due to the new standards or if there are gaps in the program that need immediate attention.