

## Department of Design, Housing, and Merchandising

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Degrees covered in this report:

Number of graduates:

B.S., Design, Housing and Merchandising

100

LEARNING OUTCOME	ASSESSMENT	NUMBER ASSESSED
1. Graduates demonstrate an ability to think critically and use creativity in problem solving.	Alumni Survey	46
	Senior Exit Survey	82
	Design Portfolio Review	33
2. Graduates express satisfaction with their academic preparation for their respective career choices.	Senior Exit Survey Undergraduate Program Alumni Survey	46
3. Students demonstrate preparedness and professionalism during their internship experience.	Internship Employer/ Supervisor Survey	90

### 1. Student Learning Outcome

Graduates demonstrate an ability to think critically and use creativity in problem solving.

#### a. Assessment Method used to Assess this Outcome

Alumni survey, senior exit survey, design portfolio review (interior design and apparel design & production students).

#### b. Description of this Assessment and Results

Alumni survey: In February 2004, 46 former students participated in a telephone survey, 16 from the class of 1998 and 30 from the class of 2002. Asked how well their OSU education prepared them to "critically examine your own ideas and the ideas of others", 87.6% of the 1998 class responded "very well" or "adequately", with 93.3% of the 2002 class responding to those same descriptors.

Senior exit survey: In April 2004, 82 graduating seniors (11 Apparel design and production, 29 Interior design, 42 Merchandising) were asked to what extent their college education contributed to their development in the area of "Thinking critically and analytically". 79.3% responded "Very much" or "Quite a bit", a percentage that exceeded those reported for the other departments in the College. In the 2003 senior exit survey, 89% of DHM students responded comparably, a percentage that also exceeded other departments' results.

Design portfolio review: As part of the Sophomore Review process, Interior Design faculty reviewed portfolios submitted by 33 candidates, 31 of which were admitted into the professional program. As part of the pre-internship class (DHM 3881), the portfolios of 34 Interior Design juniors were reviewed by practicing interior designers, with very positive evaluations reported. Apparel Design portfolios are reviewed in DHM 4011 –Post Internship Seminar, and in Spring 2005 a course in portfolio development was offered, providing another opportunity for students and faculty to evaluate the impact of critical thinking on creative problem solving.

#### c. Faculty Interpretation of Results of this Assessment, Relative to this Expected Student Learning Outcome

While a rubric for evaluating students' critical thinking was distributed to DHM faculty as part of the 2004 General Education Assessment process, a method for evaluating student development in this area involving both the students themselves and individuals outside the faculty might provide a fuller and more accurate picture. The fact that alumni, after acquiring

some real work experience, ranked their preparation in critical thinking more highly than graduating seniors is interpreted as a positive, providing some evidence that students come to a fuller appreciation of their academic preparation over time. Seniors ranked “thinking critically and analytically” more highly than most of the other learning outcomes listed in the Senior Exit Survey, suggesting their recognition of the emphasis placed on critical thinking throughout the curriculum. The impact of DHM 2003 – Creative Problem Solving on subsequent studio course activities might account for the positive review of junior level work by practitioners, and might contribute to students’ success at acquiring internships.

**d. Changes that have Resulted from this Assessment**

The distribution of the rubric for evaluating students’ critical thinking (adapted from Washington State University Course Evaluation for Critical Thinking ) in Fall 2004 resulted from departmental discussions regarding the difficulty faculty encountered in evaluating student progress.

**2. Student Learning Outcome**

Graduates express satisfaction with their academic preparation for their respective career choices.

**a. Assessment Method used to Assess this Outcome**

Senior Exit Survey, Undergraduate Program Alumni Survey

**b. Description of this Assessment and Results**

A modified version of the National Survey of Student Engagement (NSSE) was administered to graduating seniors in April 2005. These results will be reviewed in the 2006 Assessment Report.

The 2004 Senior Exit Survey included questions about student satisfaction with instruction in their major field, academic advisors’ performance and faculty treatment of individual students. 84.1% of DHM students reported that they were “extremely satisfied” or “somewhat satisfied” with instruction in their major field. The remaining 15.9% of students were neutral (4.9%) or reported being “somewhat dissatisfied”. No student reported being “extremely dissatisfied”. Satisfaction with advising and faculty treatment of students was less positive. 74.4% of students reported being “Extremely satisfied” or “Somewhat satisfied” with academic advisors’ knowledge about requirements for their majors. 70.7% reported at the same level regarding faculty caring about them as individuals, 64.6% about advisors’ interest in their academic success, and only 45.1% reported satisfaction with faculty as fair and unbiased in their treatment of individual students.

The 2004 Undergraduate Programs Alumni Survey was administered by telephone to 46 alumni graduating in 1998 and 2002. 98.35% reported being “very satisfied” or “somewhat satisfied” with the quality of instruction they received in their major. 98% of the respondents reported that their undergraduate program had prepared them for their current position “very well” or “adequately”, and 91.65% reported being “very satisfied” or “satisfied” with their overall educational experience at OSU. 85.25% were satisfied or very satisfied with the academic advising they received in their major.

**c. Faculty Interpretation of Results of this Assessment, Relative to this Expected Student Learning Outcome**

While student satisfaction is not a “learning outcome”, it is definitely viewed as important to fulfilling the goals of the DHM strategic plan relative to seeking excellence, student retention, and resource generation.

**d. Changes that have Resulted from this Assessment**

2003 Senior Exit Survey results regarding faculty treatment of students (fairness, bias) will be discussed at the DHM Retreat in August.

### **3. Student Learning Outcome**

Students demonstrate preparedness and professionalism during their internship experience.

**a. Assessment Method used to Assess this Outcome**

Internship employer/supervisor survey

**b. Description of this Assessment and Results**

In Summer 2004, 90 DHM students completed internships; 44 in Merchandising, 31 in Interior Design, and 15 in Apparel Design and Production. Appraisal surveys were completed by each intern's employer/supervisor, with 83 out of 90 reporting an overall evaluation of "outstanding" or "good". The remaining student interns were rated "average", with no intern evaluated as below average or unsatisfactory. These results were very similar to those obtained in the 2003 survey.

**c. Faculty Interpretation of Results of this Assessment, Relative to this Expected Student Learning Outcome**

The questionnaire used for all three majors elicit employer/supervisor appraisal of job-related skills, behaviors and attitudes that can be viewed as predictors of students' future success in the workplace. Open ended questions allow employers/supervisors to alert faculty of specific deficiencies and weaknesses that might be dealt with through adjustments to the curriculum. Results have been most positive over the past several years, and no modifications to the curriculum have been made in response to employer/supervisor comments.

**d. Changes that have Resulted from this Assessment**

No changes have been made as a result of this assessment.