



**20 Years of Art & Design
1998–2018**

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APPENDIX F

EXAMPLE OF ANNUAL WEAVE REPORT

COUNCIL FOR INTERIOR DESIGN ACCREDITATION

March 23-26, 2018

**DEPARTMENT OF INTERIOR DESIGN
VIRGINIA COMMONWEALTH UNIVERSITY—QATAR**

Write, Establish, Assess, View, and Effect (WEAVE) Report
Department of Interior Design—VCUQatar
2014-2015

1. STUDENT LEARNING OBJECTIVES (SLO'S)

SLO 1: GLOBAL PERSPECTIVE FOR DESIGN

Student work will demonstrate understanding of: a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants, b) the implications of conducting the practice of design within a world context, c) how design needs may vary for a range of socio-economic stakeholders, and d) students understand that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions.

SLO 2: DESIGN PROCESS

Students will be able to: a) identify and define relevant aspects of a design problem, b) gather appropriate information and research findings to solve the problem, c) generate multiple concepts and/or multiple design responses to programmatic requirements, and d) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.

SLO 3: COLLABORATION

Students work will demonstrate an awareness of the role of: a) collaboration, consensus building, leadership, and team work, and b) interaction with multiple disciplines representing a variety of points of view and perspectives.

SLO 4: COMMUNICATION

Students will be able to a) express ideas clearly in oral and written communication, b) use sketches as a design and communication tool (ideation drawings), c) produce competent presentation drawings across a range of appropriate media, and d) produce competent contract documents including coordinated drawings, schedules, and specifications, and e) integrate oral and visual material to present ideas clearly.

SLO 5: BUSINESS PRACTICE

Students projects/tests will demonstrate understanding of: a) the contributions of interior design to contemporary society, b) various types of design practices, c) the elements of business practice (business development, financial management, strategic planning, and various forms of collaboration and integration of disciplines), d) the elements of project management, project communication, and project delivery methods, and e) professional ethics.

SLO 6: HISTORY OF DESIGN

Students projects/tests will show understanding of the social, political, and physical influences affecting historical changes in design of the built environment, b) movements and periods in interior design and furniture, c) movements and traditions in architecture, and d) stylistic movements and periods of art.

SLO 7: SPACE, FORM, AND COLOR

Student work will demonstrate effective application of: a) two-dimensional design solutions. b) three-dimensional design solutions, c) color principles, theories, and

systems, and d) the interaction of color with materials, texture, light, form and the impact on interior environments.

SLO 8: FURNITURE, FIXTURES, EQUIPMENT, AND FINISH MATERIALS

Student work will demonstrate effective application of a) broad range of materials, products, and maintenance requirements, b) appropriate materials and products on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life cycle cost, and c) layout and specify furniture, fixtures, and equipment.

SLO 9: ENVIRONMENTAL SYSTEMS

Student work will demonstrate: a) understanding of the principles of natural and electrical lighting design, b) competency in the selection and application of light fixtures and light sources, c) understanding of the principles of acoustical design, e) understanding of the principles of thermal design, g) understanding of the principles of indoor air quality.

SLO 10: INTERIOR CONSTRUCTION AND BUILDING Systems

Student work will demonstrate understanding of: a) structural systems and methods, b) non-structural systems including ceilings, flooring, and interior walls, c) distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing, d) energy, security, and building controls systems, e) the interface of furniture with distribution and construction systems, and f) vertical circulation systems

SLO 11: REGULATIONS

Student work will demonstrate understanding of laws, codes, standards, and guidelines that impact fire and life safety, including: a) compartmentalization: fire separation and smoke containment, b) movement: access to the means of egress including stairwells, corridors, exitways, c) detection: active devices that alert occupants including smoke/heat detectors and alarm systems, d) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.

2. MEASURES

Measures can be:

1. A course—studio or theory based
2. Capstone course
3. Sophomore Portfolio
4. Senior Portfolio
5. Internship
6. Observations of student communication in presentations using systemic approach
7. Conceptual phase
8. Schematic phase
9. Final phase
10. Tests

3. TARGETS

Targets:

1. Quantitative (ratios) and
2. Qualitative (linguistic frequency)

Adopted Ratios:

1. 70% for the sophomores
2. 80% for the juniors
3. 90% for the seniors

Adopted linguistic evaluation:

1. Demonstrate awareness or understanding:

This insinuates that students are familiar with specific data and information that can be demonstrated in student tests, student interviews, and student critique sessions.

2. Students will meet and exceed expectations:

Competent entry-level skills: this indicates that students understand theoretical concepts and are able to translate data into built forms/real-world projects.

WRITE, ESTABLISH, ASSESS, VIEW, AND EFFECT (WEAVE) REPORT
DEPARTMENT OF INTERIOR DESIGN—VCUQATAR
 AY 2016-2017

SLO 1: GLOBAL PERSPECTIVE FOR DESIGN		[VCUQ GOAL1—VALUE OF ART IN QATAR AND THE REGION]
<p><i>Student work will demonstrate understanding of: a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants, b) <u>the implications of conducting the practice of design within a world context</u>, c) how design needs may vary for a range of socio-economic stakeholders, and d) students understand that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions.</i></p>	MEASURES	1. Design Projects respectively in Introduction to Interior Design Studio I (IDES 201) and Interior Design Studio II (IDES 202). 2. Final project Senior Interior Design Studio II (IDES 401)—capstone course.
	TARGETS	1. 70% of the students will demonstrate understanding of global perspective including sustainability, globalization, and socio-economic influences. 2. 90% of the senior students will demonstrate and exceed performance standards.
	FINDINGS	1. 2.
SLO 2: DESIGN PROCESS		[VCUQ GOAL2—NECESSITY OF SUPPORTING SELF-DIRECTED LIFELONG LEARNERS]
<p><i>Students will be able to: a) identify and define relevant aspects of a design problem, b) <u>gather appropriate information and research findings to solve the problem</u>, c) generate multiple concepts and/or multiple design responses to programmatic requirements, and d) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.</i></p>	MEASURES	3. Projects I and II respectively in Interior Design Studio I (301) and Interior Design Studio II (IDES 302) 4. Final project report/programmatic phase in Interior Design Studio I (IDES 400)
	TARGETS	1. 80% of the indicated student learning objectives are evident in student work and that most student work indicates understanding of the concepts and skills. 2. 90% of the senior students will meet and exceed the standards in Design Process.
	FINDINGS	1. 2.
SLO 3: COLLABORATION		[VCUQ GOAL5—NECESSITY OF COLLABORATION]
<p><i>Students' work will demonstrate an awareness of the role of: a) <u>collaboration, consensus building, leadership, and team work</u>, and b) <u>interaction with multiple disciplines representing a variety of points of view and perspectives</u>.</i></p>	MEASURES	1. Projects in IDES 301 fall junior studio 2. Projects in IDES 330—Students based on group projects partner with industry to address project requirements
	TARGETS	1. 80% of the indicated student learning objectives are evident in student work and that most student work indicates understanding of the concepts and skills. 2. 90% of the senior students will meet and exceed the standards in Design Process.
	FINDINGS	1. 2.

SLO 4: COMMUNICATION		[VCUQ GOAL4 ADVISORY BOARD AND ALUMNAE]
<p><i>Students will be able to: a) express ideas clearly in oral and written communication, b) use sketches as a design and communication tool (ideation drawings), c) produce competent presentation drawings across a range of appropriate media, and d) produce competent contract documents including coordinated drawings, schedules, and specifications, and e) integrate oral and visual material to present ideas clearly.</i></p>	MEASURES	<ol style="list-style-type: none"> 1. IDES 211 and IDES 212—manual and digital communication IDES 441—Senior Seminar (Programing and research phase)
	TARGETS	<ol style="list-style-type: none"> 1. 70% of the indicated student learning objectives are evident in student work and that most student work indicates understanding and application of manual and digital communication, as well as oral and written communication methods. 2. 90% of student learning objectives are evident in student work and that most student work indicates mastery of oral, written, a visual communication.
	FINDINGS	<ol style="list-style-type: none"> 1. 2.
SLO 5: BUSINESS PRACTICE		[VCUQ GOAL4 ADVISORY BOARD AND ALUMNAE]
<p><i>Students' projects/tests will demonstrate understanding of: a) the contributions of interior design to contemporary society, b) various types of design practices, c) the elements of business practice (business development, financial management, strategic planning, and various forms of collaboration and integration of disciplines), d) the elements of project management, project communication, and project delivery methods, and e) professional ethics.</i></p>	MEASURES	<ol style="list-style-type: none"> 1. IDES 330 Business of Design Pract. 2. IDES 400 Senior Studio I 3. IDES 493 Internship
	TARGETS	<ol style="list-style-type: none"> 1. 90% of student learning objectives are evident in student work and that most student work indicates mastery of business practices. 2. 90% of student learning objectives are evident in student work and that most student work indicates mastery of business—ethics of business, communication methods, and different types of business practices. 3. 90% of student learning objectives are evident in student internship reports of business practices.
	FINDINGS	<ol style="list-style-type: none"> 1. 2.
SLO 6: HISTORICAL FOUNDATIONS OF DESIGN		
<p><i>Students' projects/tests will show understanding of: a) the social, political, and physical influences affecting historical changes in design of the built environment, b) movements and periods in interior design and furniture, c) movements and traditions in architecture, and d) stylistic movements and periods of art.</i></p>	MEASURES	<ol style="list-style-type: none"> 1. IDES 251—Historic Environments I 2. IDES 252—Historic Environments II
	TARGETS	<ol style="list-style-type: none"> 1. 90% of student learning objectives are evident in student work and that most student work indicates understanding of early historical periods. 2. 90% of student learning objectives are evident in student work and that most student work indicates understanding of modern and contemporary periods.

	FINDINGS	1. 2.
SLO 7: SPACE, FORM, AND COLOR		
<i>Student work will demonstrate effective application of: a) two-dimensional design solutions, b) three-dimensional design solutions, c) color principles, theories, and systems, and d) the interaction of color with materials, texture, light, form and the impact on interior environments.</i>	MEASURES	1. IDES 231 Fundamentals of Interior Design 2. IDES 323 Light & Color
	TARGETS	1. 70% of student learning objectives are evident in student reports and work. 2. 80% of student projects relative to space, form, and color will meet the expectations of the learning objectives
	FINDINGS	1. 2.
SLO 8: FURNITURE, FIXTURES, EQUIPMENT, AND FINISH MATERIALS		
<i>Student work will demonstrate effective application of a) broad range of materials, products, and maintenance requirements, b) appropriate materials and products on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life cycle cost, and c) layout and specify furniture, fixtures, and equipment.</i>	MEASURES	1. IDES 422—Building systems 2. IDES 321—Interior Materials and Textiles
	TARGETS	1. 80% of student learning objectives are evident in student tests. 2. 80% of student learning objectives are evident in student projects and tests.
	FINDINGS	1. 2.
SLO 9: ENVIRONMENTAL SYSTEMS		[VCUQ GOAL4 ADVISORY BOARD AND ALUMNAE]
<i>Student work will demonstrate: a) understanding of the principles of natural and electrical lighting design, b) competency in the selection and application of light fixtures and light sources, c) understanding of the principles of acoustical design, e) understanding of the principles of thermal design, g) understanding of the principles of indoor air quality.</i>	MEASURES	1. IDES 323—Light and Color 2. IDES 401—Senior Design Studio II 3. IDES 321—Interior Materials and Textiles
	TARGETS	1. 80% of student learning objectives are evident in student projects and tests. 2. 90% of student learning objectives are evident in student work and that most student work indicates mastery of environmental systems and practices. 3. 80% of student learning objectives are evident in student projects and tests.
	FINDINGS	1. 2. 3.

SLO 10: INTERIOR CONSTRUCTION AND BUILDING SYSTEMS

<i>Student work will demonstrate understanding of: a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants, b) the implications of conducting the practice of design within a world context, c) how design needs may vary for a range of socio-economic stakeholders, and d) students understand that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions.</i>	MEASURES	1. IDES 422—Building Systems
	TARGETS	1. 90% of student learning objectives are evident in student projects and tests.
	FINDINGS	1.

SLO 11: REGULATIONS

<i>Student work will demonstrate understanding of laws, codes, standards, and guidelines that impact fire and life safety, including: a) compartmentalization: fire separation and smoke containment, b) movement: access to the means of egress including stairwells, corridors, exit ways, c) detection: active devices that alert occupants including smoke/heat detectors and alarm systems, d) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc..</i>	MEASURES	1. IDES 231 Fundamentals of Interior Design 2. IDES 301 Interior Design Studio I
	TARGETS	1. 70% of student learning objectives are evident in student projects and tests. 2. 80% of student learning objectives are evident in student projects.
	FINDINGS	1. 2.

CLOSING THE LOOP

Discussing Assessment Findings

(Summary of responses is to be uploaded annually into *WEAVEonline*)

1. WHEN AND HOW DID THE FACULTY DISCUSS THE ASSESSMENT FINDINGS? WHO ATTENDED?

- **When:** This is an ongoing discussion that addresses not only WEAVE but also the department accreditation process based on the Council for Interior Design Accreditation. At the beginning of the fall and spring semesters we conduct a department retreat and during the semester we meet every other week to address the CIDA standards as well as the WEAVE, particularly that the latter is directly extrapolated from the CIDA standards.
- **Who:** All IDES faculty attended the meetings relative to our assessment, except in few instances, we experiences few absences.
- **How:** Before the meeting, WEAVE data, accreditation standards, and VCU-Q department strategic plan were shared with the faculty. During the meeting, data was solicited from the attendees relative to program's strengths, weaknesses, changes for the upcoming year, and overall improvements that were enacted.

2. WHAT DID THE ASSESSMENT FINDINGS SUGGEST ABOUT THE STRENGTHS OF THE PROGRAM IN TERMS OF STUDENTS ACHIEVING THE EXPECTED LEARNING?

- **Diversity:** Students continue to benefit from ample exposition to faculty and student bodies diverse origins and training. The faculty include British—England and Scotland— Swedish, American, Chinese, and African.
- **Facility:** The facility offers another strength of the program as the students continue to benefit from a state of the art facility. This includes a digital fabrication lab, woodshop, 3D digital imaging lab, 3D Video Wall, laser cut/CNC machine, and 3D printing (Additive Manufacturing AM). A separate space within the building is dedicated to a materials library with a full-time curator. The building also includes Technology Services department that is responsible for implementing and supporting the use of technology around campus.
- **Curriculum:** The curriculum map offers another strength as it is derived from the Council for Interior Design Accreditation curriculum map, a map that is based on well-established curricular map including but not limited to projects size, scope, and complexity.
- **Collaboration:** The IDES program offers interdisciplinary and multidisciplinary partnership; which pave the way for multitude forms of learning i.e., for the

- interdisciplinary collaboration, a partnership is established between building systems and studio courses. Likewise, collaboration with industry prevails every semester studio projects.
- **Design Competitions:** the program provides different design competitions for junior and senior students; hence generating a competitive and conducive to learning pedagogic environment.
 - **Travel Study:** The program offers possibilities of learning outside the classroom environment. On a yearly basis, the program offers two travel studies. For instance the latest travel study took the program to Prague and Berlin to attend respectively the International Lighting Designers Association (IALD) and the World Architecture Festival (WAF).

3. WHAT DID THE ASSESSMENT FINDINGS SUGGEST ABOUT THE WEAKNESSES OF PROGRAM IN TERMS OF STUDENTS ACHIEVING THE EXPECTED LEARNING?

The discussion with faculty and review of projects underscored areas of deficiencies that need attention and chief among them:

Sustainability: While there has been an improvement relative to environment responsive behavior through administrating small sustainability modules as well as offering a Leadership in Energy and Environmental Design LEED elective course, yes the sustainability concept requires more attention that address specifically, water, energy, indoor air quality, and materials and resources.

Materials and Resources: Our location in the Middle East puts us at a disadvantage with schools located in large American/European urban centers, whereby schools have easy access to manufacturers, exhibitions, and showrooms. Well established material and product manufactures (furniture, finishes, and equipment) are rare in this region of the world.

Codes and Regulations: We are a discipline that is regulated by federal, state, local, and professional laws, codes and regulations, i.e., International Building Code (IBC), American Disability Act (ADA), National Fire Protection Agency (NFPA), American Society for Testing and Materials, and others. A perusal of studio project outcomes suggest lack of understanding and application of these requirements.

Technical Details: The program offers studio and theory based courses that address amply space planning—process and product, aesthetics, and technical requirements. Nonetheless, the review of projects' processes and products showed lack of addressing technical details to include but not limited to wall—ceiling

connections, vertical circulation and structure, plenum details, as well as furniture and furnishing details.

4. WHAT IMPROVEMENTS WERE/ARE BEING ENACTED?

The following improvements were enacted and are still being addressed: 1) to address the sustainability deficiency, a LEED summer course has been established. 15 students attended the course, 11 of whom passed successfully the LEED GA certificate.

Likewise, as per the precedent WEAVE report, 2) deficiency in digital graphics, this has been remedied by offering a summer 3DSMax course, a software that addresses modeling, rendering and animation. 3) The curriculum map has been revised to align the students learning outcomes with the newly developed CIDA standards, effective 2017. 4) Implementation in the junior studio new applications to include commercial and high end residential projects. Furthermore to better grasp the program need, we established a Chair Student Advisory Committee and a Senior Exit Interview, two platforms that permit the chair to collect student's feedback about the program-strength and deficiencies.

Suggestions for Helping Faculty to Discuss Assessment Findings

1. Set aside dedicated time, perhaps a department meeting or a curriculum committee meeting. Get this on the annual calendar!
2. Send out materials prior to the meeting: program learning outcomes, curriculum maps, Assessment Summary Report from WEAVE.
3. Suggestion: faculty members do not need to discuss everything – make some strategic decisions about what can be meaningfully discussed. Choose high priority items or “low hanging” fruit.
4. Record a summary of the discussion in the Analysis Questions in WEAVE. See suggested questions to guide faculty discussion below.
5. Suggested questions to use in discussing assessment findings.
 - a. Are our students achieving the learning we expect?
 - b. How intentionally do we provide opportunities for students to learn what we assert we teach or inculcate?
 - c. How do we build on each other’s work to contribute to student learning?
 - d. Do our students have multiple opportunities to build on previous learning, receiving feedback and opportunities to reflect on progress toward the learning we expect?
 - e. How well do other related programs (advising, mentoring, internships, etc.) promote the learning, habits of mind, levels of understanding, behaving, and ways of thinking we extoll for our students?

Maxims to work by:

You don’t have to be bad to get better.

Don’t let the perfect be the enemy of the good. Assessment is not an exact science.

Beware the Lake Woebegone effect. The goal is not to show that all students are above average; the goal is to shepherd an educational program that is transparent, integrated, and effective.

WRITE, ESTABLISH, ASSESS, VIEW, AND EFFECT (WEAVE) REPORT

WEAVE Steps

1. Mission
2. Goals
3. Learning Objectives:
4. Measures—Specific Course
5. Targets—Specific course assignment/activity
6. Findings: results
7. Closing the loop: narrative to jot down a conclusion