

SLO/Academic Assessment Plan Change Form

Check one:

- ☐ Certificate Academic Assessment Plan
- ☒ Undergraduate Academic Assessment Plan
- ☐ Graduate Academic Assessment Plan
- ☐ Professional Academic Assessment Plan
- ☐ Academic Learning Compact (ALC)
- ☐ Student Learning Outcomes (SLO)

Major: Interior Design

College: Design, Construction and Planning

Effective term and year revisions will take place: Term: Fall Year: 2013

Revisions requested (check all that apply)

Academic Assessment Plans

- ☐ Rationale
- ☐ Mission Alignment
- ☐ Curriculum Map
- ☐ Assessment Timeline
- ☐ Assessment Cycle
- ☐ Methods and Procedures
- ☐ Assessment Oversight
- ☐ Research
- ☐ Measurement Tools

ALCs

- ☐ Description of major
- ☐ Graduation Requirements

SLOs

- ☒ SLO
- ☒ Assessment Measures

Briefly describe the revision(s) including the revised language and provide the rationale/justification for the revision. Templates are available for the curriculum map, assessment timeline, and assessment cycle on the [Institutional Assessment website](#). The Department of Interior Design would like to revise the Student Learning Outcomes to better reflect the focus of the program, recent changes to the curriculum, and shifts in the Council for Interior Design Accreditation (CIDA) standards. These changes also fit the assessment plan that has been developed and streamline required reporting.

If revising an **Academic Assessment Plan**, please attach the revised plan using the appropriate template found on the [Institutional Assessment Website](#).

If revising an **Academic Learning Compact (ALC)**, please attach both the current ALC and the new revised version.

If revising a **Student Learning Outcome (SLO)**, please complete the following:

1. What types of assessments are or will be used?

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <input checked="" type="checkbox"/> Course-related Exam | <input checked="" type="checkbox"/> Capstone |
| <input checked="" type="checkbox"/> Final Paper/Project/Presentation | <input type="checkbox"/> Course Grades |
| <input checked="" type="checkbox"/> Course Assessments/Assignments | <input type="checkbox"/> Standardized Exam |
| <input checked="" type="checkbox"/> Other – please describe here Juried Portfolio Review, Design Field Experience, CIDA Accreditation | |

2. What assessment methods will be used?

- ☒ Rubric
- ☒ Exam
- ☐ Other – please describe here

3. Who applies the method?

- ☒ Faculty Committee
- ☐ Single Faculty Member

4. Describe the individual student assessments and the assessment method that will be used to measure each SLO.

The Interior Design program consists of lecture courses and construction labs, design studios, and the design field experience. To assess student learning, the lecture and construction lab courses typically use exams, research papers, and project work, while the design studios typically use group and individual project work, portfolios, and juried presentations. Finally, the design field experience program uses employer evaluations. The following methods and procedures are used both internally and externally to the program.

Juried Portfolio Review

The Department of Interior Design began hosting a Professional Day in 2010 where practitioners will direct mock interviews and portfolio reviews with the seniors. The process yields both verbal and quantitative feedback on the student work and communication skills. In sum, we see Advisory Board members, employers and CIDA as critical stakeholders in the assessment of undergraduate

education and value the important insights provided by each group. In a recent assessment, individual senior projects from the studio IND 4225 Advanced Architectural Interiors were evaluated, using verbal and written feedback, by outside jurors. See attached example for the rubric used.

CIDA Accreditation

The CIDA accreditation process is the primary focus of assessment in our program. The accreditation cycle spans six years and includes a mid-point progress report that documents how the program is addressing weaknesses found in the past accreditation review. The accreditation process evaluates sixteen standards-namely, (1) mission, goals and curriculum, (2) global context for design, (3) human behavior, (4) design process, (5) collaboration, (6) communication, (7) professionalism and business practice, (8) history, (9) space and form, (10) color and light, (11) furniture, fixtures, equipment and finish materials, (12) environmental systems and controls, (13) interior construction and building systems, (14) regulations, (15) assessment and accountability, (16) support and resources. Our interior design program leading to the Bachelor of Design meets CIDA Professional Standards and was awarded accreditation for a term of six-years, effective July 2011. The process requires a Progress Report due in fall 2014. The program will be revisited in fall 2017.

Indirect program assessments include enrollment data, retention/graduation rates and job/graduate school placement data. In addition, the Chair of the program conducts exit interviews with all graduating seniors and focus groups to garner the extent or value of their learning experiences.

Please refer to the attached curriculum map

Department Contact	Name: Margaret Portillo Telephone Number: 392-0252 x333 PO Box: 115705 E-mail Address: mportill@ufl.edu
College Contact	Name: Margaret Carr Telephone Number: 392-4836 x308 PO Box: 115701 E-mail Address: mcarr@geoplan.ufl.edu

Existing Student Learning Outcomes: Department of Interior Design

Content Knowledge

1. Demonstrate a discipline-based interior design vocabulary.
2. Demonstrate skills in drawing, electronic imaging, finish materials, codes, interior lighting, interior environment and interior design practice.
3. Think analytically, critically and logically about spatial design.

Critical Thinking

4. Think critically about the discipline for a variety of audiences using a variety of formats and approaches.
5. Think critically about drawing, electronic imaging, materials and environmental issues.

Communication

6. Communicate about the discipline to a variety of audiences using a variety of formats and approaches.
7. Communicate skills in drawing, electronic imaging, materials and environmental issues.

Proposed Student Learning Outcomes: Department of Interior Design

Content Knowledge

1. Apply knowledge of the behavioral sciences and human factors.
2. Apply all aspects of the design process to creative problem solving.

Critical Thinking

3. Evaluate, select and apply information and research findings to design.

Communication

4. Communicate visually, verbally and in written form appropriate to the purpose and audience.

Curriculum Map for:

Interior Design

Design, Construction & Planning

Key: **I**ntroduced

Reinforced

Assessed

Courses SLOs	IND 3215	IND 3216	IND 3483	IND 3431	IND 3468	IND 3505	IND 4225	IND 4226	IND 4940	IND 4450C	Additional Assessments
Content Knowledge											
#1- Demonstrate the applied knowledge of the behavioral sciences and human factors.	I	I	R; A	R; A	R; A	R; A	R; A Juried Portfolio Review	R; A	R; A	R; A	CIDA Accreditation Program Completion-Portfolio
#2- Apply all aspects of the design process to creative problem solving.	I	I	R; A	R; A	R; A	R; A	R; A Juried Portfolio Review	R; A	R; A	R; A	CIDA Accreditation Program Completion-Portfolio
Critical Thinking											
#3- Evaluate, select and apply information and research findings to design.	I	R; A	R; A	R; A	R; A	R; A	R; A Juried Portfolio Review	R; A	R; A	R; A	CIDA Accreditation Program Completion-Portfolio
Communication											
#4- Communicate visually, verbally and in written form appropriate to purpose and audience.	I	R;A	R; A	R; A	R; A	R; A	R; A Juried Portfolio Review	R; A	R; A	R; A	CIDA Accreditation Program Completion-Portfolio

Pro Day 2013

Review Information

Student Name:

Date:

Reviewer:

Guidelines

Please use the following scale:

- 1 = Needs Work (Unsatisfactory)
- 2 = Gets By (Marginal)
- 3 = Meets Requirements
- 4 = Exceeds Requirements
- 5 = Exceptional

Evaluation

	(5) = Exceptional	(4) = Exceeds Requirements	(3) = Meets Requirements	(2) = Gets By	(1) = Needs Work
Knowledge of Human Factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of Creative Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application of Research Findings to Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aesthetic Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal Presentation Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Composition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Quality of Portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments: