

Undergraduate Academic Assessment Plan 2012-13

Interior Design

**Design, Construction &
Planning**

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Table of Contents

| | |
|--|---|
| Mission Statement | 3 |
| Student Learning Outcomes (SLOs) | 3 |
| Curriculum Map | 5 |
| Assessment Cycle | 6 |
| Assessment Cycle Chart | 6 |
| Methods and Procedures | 7 |
| Assessment Oversight | 8 |
| Figure 1: Interior Design Evaluation | 9 |

Interior Design

Design, Construction and Planning

Undergraduate Academic Assessment Plan

Mission Statement

The mission of the Department of Interior Design at the University of Florida is to prepare graduates in accordance with the highest professional standards of performance to advance the discipline. This mission is informed by our commitment to identify and answer principal questions in the field through research and creative scholarship and thus contribute to the academic and professional community. In local, national and global contexts, we aspire to develop every graduate as a thought leader, an innovator, a collaborator and as an ethical and socially engaged human being.

The departmental mission clearly centers on preparing graduates in accordance with the highest professional standards to advance a human-centered practice of interior design in local, national and global contexts. As we pursue this mission across shifting social, cultural and technological paradigms, we endeavor to respond adaptively to emerging trends while remaining true to our core mission and aspirations. Our aim is to produce graduates who are good thinkers, able to innovate through design individually and in collaboration with colleagues and stakeholders and, importantly, are poised to contribute to the field in an ethical and in a socially engaged way.

The department fully supports the research mission of the college and the university. The program encourages undergraduates to engage in the research process and often uses the campus as an opportunity to do so through schematic design projects, pre-design research and post occupancy evaluations with new construction and renovation projects continually reshaping the campus landscape.

Student Learning Outcomes (SLOs)

2012 – 2013 SLOs

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.

2013 - 2014 SLOs

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

Interior Design

Design, Construction & Planning

Key: **Introduced**

Reinforced

Assessed

| Courses SLOs | IND 3215 | IND 3216 | IND 3483 | IND 3431 | IND 3468 | IND 3512 | IND 4225 | IND 4226 | IND 4940 | IND 4450C | Additional Assessments |
|---|----------|-------------------------|-------------------------|---------------|---------------|------------------|--|-------------------------|-----------------------------------|-------------------------|---|
| Content Knowledge | | | | | | | | | | | |
| #1- Demonstrate a discipline-based interior design vocabulary. | I | R | R | R | R | R | R | R | R; A Employer Evaluation | R | CIDA Accreditation Program Completion- Senior Portfolio |
| #2- Demonstrate skills in drawing, electronic imaging, finish materials, codes, interior lighting, interior environment and interior design practice. | I | I | R; A Project Work | R; A Exams | R; A Exams | R; A Exams | R; A Project Work, Juried Portfolio Review Week 15 | R; A Project Work | R; A Employer Evaluation | R; A Project Work | CIDA Accreditation Program Completion- Senior Portfolio |
| #3- Think analytically, critically and logically about spatial design. | I | I; R; A Project Work | I; R; A Project Work | R; A Exams | R; A Exams | R; A Exams | I; R; A, Project Work, Juried Portfolio Review Week 15 | I; R; A Project Work | R; A Employer Evaluation | I; R; A Project Work | CIDA Accreditation Program Completion- Senior Portfolio |
| Critical Thinking | | | | | | | | | | | |
| #4- Think critically about the discipline for a variety of audiences using a variety of formats and approaches. | I | R; A Project Work | R; A Project Work | R; A Exams | R; A Exams | I; R; A Exams | I; R; A, Project Work, Juried Portfolio Review | I; R; A Project Work | I; R; A Employer Evaluation | R; A Project Work | CIDA Accreditation Program Completion- Senior Portfolio |
| #5- Think critically about drawing, electronic imaging, materials and environmental issues. | I; A | R; A Project Work | | | | | | | | | CIDA Accreditation Program Completion- Senior Portfolio |
| Communication | | | | | | | | | | | |
| #6- Communicate about the discipline to a variety of audiences using a variety of formats and approaches. | I | R; A Project Work | R; A Project Work | R; A Exams | R; A Exams | R; A Exams | R; A, Project Work, Juried Portfolio Review | R; A Project Work | R; A Employer Evaluation | R; A Project Work | CIDA Accreditation Program Completion- Senior Portfolio |
| #7- Communicate skills in drawing, electronic imaging, materials and environmental issues. | I | R; A Project Work | R; A Project Work | R; A Exams | R; A Exams | R; A Exams | R; A, Project Work, Juried Portfolio Review | R; A Project Work | R; A Employer Evaluation | R; A Project Work | CIDA Accreditation Program Completion- Senior Portfolio |

Assessment Cycle

The Undergraduate Academic Assessment Plan for the department of interior design focuses heavily on the accreditation process regulated by the Accreditation Commission of the Council for Interior Design Accreditation (CIDA). Award of CIDA accreditation provides assurance that students graduate from the interior design program are adequately prepared for entry-level interior design practice. Program quality is assessed primarily through the evaluation of student learning outcomes evidenced in student work. Accreditation is awarded for a term of six years. The CIDA accreditation team reviews three years of student work. The University of Florida interior design program was reaccredited in July 2011. Additionally representative senior portfolio projects and student presentations of those portfolios have been evaluated annually since 2010 by a team of approximately 25 firm principals and senior-level designers from the State of Florida and Atlanta.

Assessment Cycle Chart

Assessment Cycle for:

Interior Design

Analysis and Interpretation:
Improvement Actions:
Dissemination:

Design, Construction & Planning

December-July
Completed by August 15
Completed by September 15

| SLOs | Year | 12-13 | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 |
|--------------------------|------|-------|-------|-------|-------|-------|-------|
| Content Knowledge | | | | | | | |
| #1 | | √ | √ | √ | √ | √ | √ |
| #2 | | √ | √ | √ | √ | √ | √ |
| Critical Thinking | | | | | | | |
| #3 | | √ | √ | √ | √ | √ | √ |
| #4 | | √ | √ | √ | √ | √ | √ |
| Communication | | | | | | | |
| #5 | | √ | √ | √ | √ | √ | √ |
| #6 | | √ | √ | √ | √ | √ | √ |

Methods and Procedures

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.

Portfolio Design Field Experience

The Design Field Experience (DFE) program launched in the summer of 2010. Formal external assessment occurs for those students participating in internships. Specifically internships offer an important opportunity to gauge practitioner assessment of upper division student performance. Eligible to participate in the DFE internship track after the completion of the junior year, interns must work and receive compensation for a minimum of 240 hours under the direct supervision of a licensed interior designer or architect. The evaluation consisted of twenty-one items, which supervisors responded to using a likert-type scale ranging from poor (1) to excellent (5). The questionnaire included eleven items on design contributions (e.g., space planning, building construction and systems, communication) and nine questions on interpersonal skills (e.g., dependability, time management, teamwork). The survey also included a measure of overall performance.

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.

Assessment Oversight

| Name | Department Affiliation | Email Address | Phone Number |
|------------------------|------------------------|------------------|-------------------|
| Margaret Portillo, PhD | Interior Design | mportill@ufl.edu | 392-0252, ext 333 |
| Candy Carmel-Gilfilen | Interior Design | carmelcn@ufl.edu | 392-0252, ext 333 |

Figure 1: Interior Design Evaluation



College of Design, Construction and Planning
Department of Interior Design

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: