

Interior Design Program Assessment 2001-2002 Summary

I. Mission Statement

The mission of the Interior Design Program at Arapahoe Community College is to emphasize learner-centered education within a curriculum that incorporates and applies the tasks, skills, procedures, technologies and performance standards used in professional practice. Graduates are prepared to go to work and be productive immediately.

Our purpose is to prepare students for entry-level positions leading to a career in Interior Design, to provide continuing education and skills upgrading for design professionals, and to advise and prepare students for transfer to four-year institutions.

II. Intended Outcomes

- 1) Solve design problems by selecting and applying appropriate design elements and principles.
- 2) Communicate design solutions graphically, in two and three dimensions, using professional tools and current technologies.
- 3) Demonstrate the design process using research, professional project phases and standard documentation modes.
- 4) Make professional interior design presentations.
- 5) Gain on-the-job experience prior to graduation.
- 6) Function successfully after graduation in an entry level interior design or other related job position.

III. Outcome Assessed

- #4 Make professional interior design presentations.
Benchmark: minimum competency of 80%.

IV. Assessment Method

A rubric evaluating 10 different aspects of oral presentation was used by the instructor to assess performance on a final interior design project presentation. The course was IND 230 Advanced Design and the students are all within a semester of graduation. The oral presentations were made at the end of a semester long independent capstone project. The setting was a conference room with the students and the instructor in attendance. After completing the assessment the results from 14 students were compiled and averaged (see attached report).

This same rubric is used in earlier design courses so the students are familiar with the basic requirements. Some of their previous course presentations have also been video taped and reviewed by both student and instructor to assess student performance using the same criteria stated on the rubric.

In addition to oral presentation evaluation, there are numerous other assessments used on a regular basis in our courses. Many use a rubric that is provided in advance to the students for final project evaluation of skills demonstrated in graphic presentation, application of technical knowledge, business understanding and/or application of design principles. Internship surveys are conducted orally, professional resumes and portfolios are created and reviewed by faculty.

V. Use of Results

With regard to presentation evaluation assessment:

- 1) Begin examining and rewriting the criteria for presentation based on the level of the course
- 2) Track presentation skills at a midlevel as well as at the end of program
- 3) Involve professionals from outside of program and/or additional faculty in assessments
- 4) Coordinate efforts with other faculty teaching presentation skills through focus meetings
- 5) Revisit list of intended outcomes to make sure they are measurable

IV. Assessment Procedures

Assessment	Procedures	Measures	Outcomes	Admin. Support
Portfolio				
Capstone Project				
Demonstration				
Employer Survey				

