

Assessment Review for 2010-2011

Introduction

This document seeks to fulfill the assessment strategies conducted by the Interior Design department at Portland Community College.

Changes

Changes made to the interior design curriculum based on last year's focus on College Core Outcome, "Critical Thinking" are as follows:

1. As planned, students used a rubric in ID 131 Introduction to Interiors in order to:
  - a. facilitate a review made by students of students rather than just from the instructor.
  - b. allow students really see criteria on which they are being evaluated.
2. An adjunct instructor began using elaborate rubrics to evaluate her courses in Kitchen and Bath planning and design.
3. In ID 238 Advanced Kitchen and Bath Planning, an NKBA (National Kitchen and Bath Association) rubric was used ahead of time by the students. This resulted in:
  - a. more responsibility placed on the student to comply with NKBA standards
  - b. better interpretation (critical thinking) of the standards in their individual projects.

In summary, many instructors are considering the approach. It is not pedagogical change in the department. There is, most likely, as need for some type of standardization of evaluation by Interior Design faculty as a whole. This is a subject that will be explored during the next academic year, 2011-12.

Interior Design as a CTE program and the mapping of College Core Outcomes:

1. Demonstrate the application and principles and concepts of color and design through the creation of residential client- based projects.

College Core Outcome	Assessment Technique	Notes
Critical Thinking and Problem Solving Communication	ID 131, Introduction to Interiors, color exercises	Small group work/ interpretation of color scheme and presentation.  <i>Needs more documentation.</i>

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2. Produce architecturally accurate drawings to demonstrate technical skills.

College Core Outcome	Assessment Technique	Notes
Communication	ARCH 111 Working Drawings, project set	Students produce a complete set of drafted documents for the construction of a small house.  A grade “C” or better is required for the degree. The department is confident that this evaluation by the instructor fulfills the assessment of the outcome.

3. Incorporate and articulate appropriate historical perspectives in creating residential projects.

College Core Outcome	Assessment Technique	Notes
Critical Thinking and Problem Solving  Self Reflection	ID 132, Planning Interiors ID 234 Advanced Interiors: solving for client needs & concept boards.	Concept development plays an important role in design development. Students in both of these studios spend time considering client needs and artistic direction.  <i>Needs 3<sup>rd</sup> party evaluation. Perhaps by other faculty or professional designers.</i>

4. Demonstrate research and evaluation skills in the selection and use of products/ materials including sustainable design and applications

College Core Outcome	Assessment Technique	Notes
Community and Environmental Responsibility  <i>found also to be: Critical Thinking and Problem Solving</i>	ID 121, Sustainable Materials, final project.	Review of seven (7) projects determined that students create their own criteria when evaluating the integrity of materials for interior design.  Dorothy Payton, Adjunct Instructor creates an environment of inquiry. Students do team project work.

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5. Apply building and Americans with Disability Act codes to residential design projects.

College Core Outcome	Assessment Technique	Notes
Cultural Awareness	ID 133, Space Planning capstone project	Michelle Mueller, Adjunct Instructor changed this studio to include a commercial component (see notes below).  Students need a grade “C” or better for the degree. The department is satisfied with the evaluation of 32 students this year by the instructor.

*Note: This outcome is not written well. The ADA is a law and only commercial interiors are in need of compliance, not residential interiors. The Interior Design department seeks to incorporate the ADA stipulations for accessible design as well as guidelines for universal design and design for aging in place.*

6. Demonstrate an understanding of professional practice methodology, ethics, selling techniques, and communication/ listening skills.

College Core Outcome	Assessment Technique	Notes
Professional Competence	ID 135, Professional Practice, final project	This outcome was not fully evaluated

7. Demonstrate skills in leadership, negotiation, interpersonal and teamwork communication

College Core Outcome	Assessment Technique	Notes
Communication, Professional Competence Self Reflection	ID 121, Term team project.	Dorothy Payton does a remarkable job utilizing the team teaching model in her classroom.  While not fully evaluated, the department has in some ways relied on this course and the final project as a means to fulfill teamwork and interpersonal communication skill achievement.

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Conclusion/ What did you learn?

The Interior Design department SAC, until this academic review and assessment has been comprised of only one person, Amanda Ferroggiaro, FDC. After attending the last assessment review on June 24<sup>th</sup> and moving through this process it has come to the SAC's attention that MORE INVOLVEMENT by Adjunct faculty is crucial to the success of assessment.

Also, more third-party review, specifically conducted by visiting professionals, is needed for some of the evaluation of the degree outcomes.

This will strengthen the professional direction of the department and create a stronger professional network for the graduates of this program.

Needed:

Each course noted as having tasks and coursework that achieves the stated outcome and college core outcome will need the following:

1. An Adjunct faculty member or Amanda Ferroggiaro, FDC assigned to a specific class and responsible for the assessment of the outcomes.
2. A rubric or set of rubrics that assesses back to the degree outcomes and college core outcomes as stated above.
3. This gives interior design faculty in the department an opportunity to meet more often as their schedules allow.