

The master syllabi have been reviewed.

- II. Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities*

The Advisory Committee began reviewing the current learning outcomes to assure they are meeting the needs of the industry.

An entry-level graduate with an Associate of Applied Science Degree in Interior Design from Sinclair Community College will be able to:

| Learning Outcomes | Related Courses |
|---|---|
| 1. Recognize, understand and use the language and jargon of interior design (ID). | All required IND courses |
| 2. Discuss the history, fundamentals and basic theories of ID. | ART 101, 102; ARC 101, 102, 116, 117 if taken; VIS 106, 107, 109; IND 131-134, 240 |
| 3. Apply critical thinking and creative problem solving skills to a variety of ID problems. | VIS 106, 107; IND 131-133, 231, 232, 233 |
| 4. Communicate design concepts at various stages of development using the design process, drawing skills and/or appropriate software. | All VIS, ARC, and DRT courses emphasized in ARC 101, 102, 240; VIS 109; IND 131-133, 231-233 |
| 5. Develop floor plans, interior views, and other relevant ID documents using traditional and computer-based design tools. | All required VIS, ARC and DRT courses; emphasized in ARC 101, 102; IND 131, 132, 133, 231, 232, 233 |
| 6. Develop professional quality presentations and demonstrate adequate written and oral communication skills. | IND 231, 232, 233; VIS 276; ENG 111, 112, 113 COM 206 |
| 7. Demonstrate an understanding of the business fundamentals of ID. | VIS 276; IND 233; MAN 105; MAR 201, 202, 225 |

- III. Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. Formative Assessment Method(s) and Description: a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

The faculty have established “Critique Weeks” during the 3rd, 6th, 9th and 11th week of each quarter for all IND classes. Attention to the basic principles of design is focused on through in-class critiques based on standardized assessment criteria. These sessions provide formative feedback to students throughout the term.

A first year assessment is conducted **each spring since 2002**. First year majors participate in a formative assessment interview with a full-time and part-time faculty member. This interview focuses on a review of the strengths and limitations of the student's portfolio work following assessment outcomes established for the 100 level courses completed.

Each IND major must submit a portfolio project at the conclusion of each IND course. This technique provides students a means of demonstrating their grasp of the skills and knowledge covered in each course. Students are directed to save each portfolio project for review and possible inclusion in a “final” portfolio assembled at the conclusion of their program of study.

Faculty select IND student projects for display in cases in Buildings 10 and 13. This provides a means of recognizing significant products and projects produced in the various IND courses.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

During the spring of each year, an evening is set-aside for employers to review the student portfolios described above. The event is called the “Spring Portfolio Review.” Approximately twenty area professionals (judges) are invited to participate in reviewing each of the student’s portfolios. The event is conducted in Building 12. The judges are provided dinner during which the faculty review the evaluation process and explain the evaluation forms. A standard evaluation form, used by each judge, contains a five-point scale and a section for general comments.

The students display their portfolios and interact with the judges. A minimum of two judges reviews each student’s portfolio and provides immediate feedback to the students. A time limit is adhered to and at the conclusion of the evening; all the evaluation forms are collected from the judges. Students receive specific comments from the judges as well as individual summaries. Many of the IND Advisory Committee members participate as judges. The input from the judges is not used in calculating the portfolio class grade. Students use the portfolio information for self-improvement. Members of the General Education Committee have been invited to participate in the portfolio review process since 1999.

IV. Results: A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Feedback received from employers of IND graduates is very positive. SCC IND graduates are sought out for employment.

In the past few years, many interior design graduates have applied to Bachelor's programs. In 2003, three Sinclair graduates transferred to The Ohio State University, a program that only takes sixteen students annually. Student transfer successes indicate that the program here at Sinclair is achieving the learning outcomes.

The NASAD achieved in 2002 confirms that its current practices are quite appropriate and follow national standards.

Feedback from the spring portfolio review is also quite positive. Areas for improvement indicate that students may need additional support in the use of perspective sketches and rendering.

Generally, IND students are retained at a high level. There are approximately 20 graduates per year.

V. Analysis/Actions: From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The first-year portfolio assessment process is an annual process that began in spring 2002.

The NASAD accreditation effort resulted in a change in the payload hour calculation for the technical courses in the program. The result is more contact hours in the Design concept courses and fewer contact hours in the technical courses.

IND program will require ART 108, color theory, as of Fall 2004.

VI. General Education: A description of where and how within the major the three primary general education outcomes* (communication, thinking, values/citizenship/community) are assessed.

The Interior Design majors do not complete a capstone but do complete four projects over two courses, which expose them to a myriad of communication, thinking, value, citizenship, and community issues. Students in the IND 231, (Advanced Interior Design) course, must design a restaurant reflecting design considerations for a specific cultural motif along with meeting ADA requirements. IND students also design a day care center. The program is always willing to collaborate with community projects such as Habitat for Humanity and Care House. These activities encourage

students to think outside of themselves and to come to better understand values, community and citizenship.

A “class captain” approach is used for all courses in the IND department. The class captain, a full-time tenure track faculty member, leads other instructors in content coverage and course requirements. Class captains are able to recommend the use of various general education tools in order to enhance course consistency.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Written communication skills are reinforced throughout the curriculum using portfolios. Some written papers and research skills are stressed in IND 231-233 and IND 240. The writing checklist (short form) is used to assess students’ written works.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral presentations are required throughout the curriculum, as students must present their projects to faculty, other students, and clients. The institution of Critique Weeks further solidifies this expectation. Effective interviewing skills are required in IND 132 and IND 232. Oral presentations and critiques are required in student project presentations including the Spring Portfolio Review.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Both creative and critical thinking are stressed throughout each VIS or IND course. Students are required to recognize assumptions, prioritize relationships, see implications, support choices, respect differences, and originate solutions. Critique Week reinforces these expectations weeks 3, 6, 9 and 11.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, and service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Environment and global responsibility is discussed with regard to product selection, particularly in IND 134. For example, a discussion might focus on the use of tropical hardwoods.

Ethics is touched upon with topics such as business ethics and legal issues regarding liability.

e. Computer and information literacy.

Design students are expected to have high level of computer literacy skill with respect to their trade. Computers are a central tool in the design process and the ability to use them efficiently and effectively is essential. Information literacy is addressed in IND 134, 231, and 240.

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.