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Interior Architecture
Unit Assessment Plan Guidelines

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In Designing your department's assessment plan, consider and include the following.

Learning Goals and Objectives
List 3-5 learning goals for each major (whether you call them goals, objectives or outcomes does not matter for now).

Our program learning outcomes are based upon "Professional Standards" that must be met to be an accredited professional program in Interior Design. Standards are defined by our Professional Accreditation Agency – the Council for Interior Design Accreditation (CIDA). There are are total of 16 standards, thirteen of these measure "knowledge acquisition and application". A copy of the 2018 standards are attached. Every six years a team of site visitors examines student work to judge compliance with multiple expectations for each standard. Expectations for knowledge and application must be verified through course content and completed student work from subject area course and our design studios. For expectations that require applied knowledge our goal is to for students to show competent application in Interior Design Studios. To that end we evaluate student work at the conclusion of each design studio based on CIDA learning expectations.

Human Centered Design – Interior designers apply knowledge of human experience and behavior to designing the built environment

Collaboration – Interior designers collaborate and also participate in interdisciplinary teams

Business Practices and Professionalism – Interior designers understand the principles and process that define the profession and the value of interior design to society

Design Process – Interior designers employ all aspects of the design process to creatively solve a design problem

Communication – Interior designers are effective communicators

History – Interior designers apply knowledge of history of interiors, architecture, decorative arts, art, and related theories to inform design solutions

Products and Materials – Interior designers complete design solutions that integrate furnishings, products materials and finishes.

Environmental Systems and Comfort – Interior designers use the principles of acoustics, thermal comfort, and indoor air quality in relations to environmental impact and human wellbeing.

Construction – Interior designers understand construction and its interrelationship with base building construction and systems

Regulations and Guidelines – Interior designers apply laws codes, standards and guidelines that impact human experience of interior spaces.

Design Elements and Principles - Interior designers apply elements and principles of design

Light and Color – Interior designers apply the priciples of theories of light and color effectively in relation to environmental impact and human well-being

Assessment Methods
By what measure(s) will you know that students are meeting departmental learning objectives? How will learning outcomes be assessed (rubrics, test questions, portfolios, etc.)? From whom, and at what points, will you gather data? Note that not every student needs to be assessed – you can sample student work. How will the information be collected?

Ongoing (every six year) accreditation site visits by CIDA measure compliance for every standard by assessing completed student work. Multiple expectations for each standard are judged by whether student work shows awareness, understanding or application of principles.   In the years between accreditation visits Interior architecture faculty are expected to complete self-study tasks where the program assigns expectations to particular courses and assesses student work. In our mandated self-assessment we focus most heavily on selected expectations that show application in student work.

Design studio work in the department is offered on a P/NP basis. Rather than computing letter grades, faculty fill out detailed individual written evaluations for each student. Completed evaluation forms are retained by the department. Written evaluation forms include multiple CIDA learning expectations.

Assessment Processes
When will you conduct the assessment of each learning objective? Who will be responsible for each component? What is the overall timeline for the assessment plan? Consider using something like the simple table below to map out when each learning objective will be assessed. In this example, each learning objective would be assessed at least once every 5 years. Let your findings guide this plan and update it as needed. For instance, you might revisit a challenging learning objective sooner if you've made changes to improve the outcomes.

The following table represents a timeline for reviewing selected expectations for each learning objective prior to the next scheduled accreditation visit. The subsequent Program Assessment Report (PAR) prepared by the faculty will revisit our assessment to reflect changes that we've instituted to provide evidence that our students meet expectations for each standard.

Learning Objective	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23 Accred. Visit
Design Process	5 expectations				revisit
Design Elements and Principles	2 expectations				revisit
Human Centered Design		2 expectations			revisit
Communication		5 expectations			Revisit
Construction & Products/Materials			4 expectations		revisit
Regulations and Guidelines			2 expectations		revisit

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Collaboration/Professional skills				2 expectations	revisit
Light and Color				4 expectations	revisit

Status, Outcomes and Results
How will you report and discuss your findings in your unit?
Faculty will review and discuss comments and scores for selected standards from the previous year at a faculty meeting in the fall. Based on our assessment we will make changes to integrate these objectives into the appropriate studio projects in the coming year. In the following year we can revisit the previous year's improvement based on new scores and faculty insights.

Because we are in the habit of keeping work for the six year accreditation cycle, a sample of approximately 15%-25% of work done by both graduates and undergraduates is retained from each studio and subject area course. This can also be examined and discussed by faculty in digital or original form during faculty meetings.

An on-going curriculum map in the form of a matrix of where each standard/expectation is matched with required coursework in addition,

Decisions, Plans and Recommendations
Describe a general process for transforming analysis into action plans for improvement. Describe how action plans will be revisited and evaluated at some future date.

CIDA expects a narrative where we discuss changes in our curriculum that have been made (and why) between accreditation visits. These provide a record of our findings and subsequent changes made to course content. Because we are expected to comply with all standards to retain accreditation any expectations that are not met will need to be addressed by our next visit. Thus, we regularly modify projects, and process to reflect our findings. This typically happens in the following academic year and the faculty revisit and re-evaluate during the two year "self-study period" prior to the CIDA visit. These same changes are evaluated by outside evaluators during the visit itself.

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Appendix 1
Basic Approach to Assessment of Student Learning

The information below is adapted from Barbara Walvoord's book: *Assessment Clear and Simple*. The book provides a straightforward approach to assessment and at most you can read two chapters, and save yourself a lot of stress. If you'd like a copy of the book for your department, please contact Ron Bramhall in the Office of the Provost and Academic Affairs.

Here is the "Most Basic, Minimal System, Based on Faculty Oral Reports" (Walvoord, 2010; pg 59-62)

1. **List 3-5 learning goals** for your program (whether you call them goals, objectives or outcomes does not matter for now). Consider using the "Goal Definition Worksheet" in Appendix 2 to guide your conversation about learning goals.

2. Conduct a meeting with your faculty. During the meeting ask them to **comment on the students' strengths and weakness related to the above learning goals** prior to graduation. Take notes while faculty give you an "off the cuff" oral report of their experiences with student work. Discuss the collective strengths and weaknesses that have been listed. Take a vote on the one weakness from this list to pursue for the following year. Document the result of the vote.

3. Assign a committee to **investigate further** (perhaps ask the students for their input via a survey or discussion; look at some student work for examples etc.) and **propose an actionable change to be put in place during the following year** in an attempt to improve student learning in this area. Have the committee document their investigation and their recommendation. **Curriculum mapping** can also be a useful tool to help identify gaps in the curriculum related to learning goals.

4. One year later, conduct another meeting with your faculty. **Discuss whether the faculty noted any changes in the students' learning based on the changes implemented during the past year.** Take notes. Discuss whether to implement further changes related to this weakness for an additional year, or to select a new weakness to address. It is completely reasonable to spend 2-3 years monitoring the same weakness and making changes to address it.

5. **Continue the above year after year,** and document what you do along the way. This a simple example of an Assessment plan, which identifies the learning **goals**, collects **information**, takes **action,** and is appropriate for a Program Review self-study, or University Accreditation.

Appendix 2
Goal Definition Worksheet

Each faculty member in the department should complete a copy of this worksheet. Arrange a time for all of you to sit down together to compare notes and discuss results. The final product of this exercise should be a list of three to five broad goals that describe what department faculty believe should be characteristic of graduates in the major.

1. List any department learning outcomes or goals that you know. This information can most likely be found in the course catalog, program brochure, or department mission statement. Some units have already identified learning outcomes and can find those on department or school/college websites, such as in CAS at http://cas.uoregon.edu/learning-outcomes/.

2. Describe your ideal student in terms of strengths, skills, knowledge and values, and identify which of these characteristics are the result of the program experience.

3. Keeping this ideal student in mind, ask what the student

    a.   knows

    b.   can do

    c.   cares about

4. What program experiences can you identify as making the most contribution to producing and supporting the ideal student?

Adapted from OAPA Handbook PROGRAM-Based Review and Assessment • UMass Amherst