

2016-2017 Assessment Cycle ARTS_Interior Design BID

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."

Mission: The College of the Arts prepares students to be creative, critical and responsive professionals through our fine arts, design and performance programs. We serve our students and communities by means of collaborative, experiential, innovative, and globally relevant learning opportunities and partnerships.

Vision: The College of the Arts seeks to create a bridge between the arts and cultures of the world and the unique context and traditions of Acadiana.

1. Values:

2. We are passionate about delivering exceptional teaching and mentoring, supported by faculty research and creative activity.
3. We foster individual as well as collaborative initiatives in the arts, among the arts, and with other disciplines.
4. We encourage teaching and learning rooted in traditional approaches and integrating evolving concepts and technologies.
5. We strive to attract, build and celebrate a diverse body of students, faculty and staff.
6. We enhance the cultural, civic and artistic environment of Lafayette, Acadiana, and all of Louisiana through community engagements of students, faculty and alumni.
7. We seek to achieve the highest standards of professionalism in all that we produce.

Department / Program Mission

Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".

In recognition of the unique abilities and interests of each student, our program emphasizes student-centered teaching and learning that foster the development of these abilities and interests in the context of a studio-based interior design education. Our program maintains its commitment to the liberal arts and sciences, as it prepares our graduates for a professional life in design that embraces life-long learning. We aim to deliver a distinctive educational experience that balances creativity with the pragmatic demands of professional design preparation that will enable our graduates to contribute to the design professions in a global context.

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	CIDA 2017 Standard 8. Design Process Interior Designers employ all aspects of the design process to creatively solve a design problem.								
Legends	PO - Program Objective (academic units); SLO - Student Learning Outcome/Objective (academic units);								
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Goal/Objective	CIDA 2017 Standard 9 Communication Interior designers are effective communicators of data, research, and conceptual ideas: orally, visually, graphically, and in written form.								
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Goal/Objective	CIDA Standard 13 Products and Materials Interior design students complete design solutions that integrate furnishings, products, materials, and finishes.								
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Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for CIDA 2017 Standard 8. Design Process Interior Designers employ all aspects of the design process to creatively solve a design problem.

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Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Capstone Assignment	Has the criterion Students meet or exceed expectations that they use research and schematic development to conceptually and creatively develop successful design solutions. been met yet? Not met	We expect that 70% of our students will meet or exceed the expectation that they use research and schematic development to conceptually and creatively develop successful design solutions. Six out of nine students met the standard. The three who failed to meet the standard did so by 1 point. The point range to meet or exceed the standard was 9-15. The three students who failed to meet the standard scored 8.		- Assessment Process: Results Discussed / Shared: All members of the interior design faculty were engaged in the assessment process, and the results have been reviewed by all. This was a particularly small and weak class that has struggled throughout their progress through the curriculum. The fact that only six of the nine met this standard is not a surprise. There were curriculum and personnel changes that happened during their four years. These changes were instituted to address weaknesses that were revealed by this class. Unfortunately, this class was not necessarily in a position to benefit from the changes.

Assessment List Findings for the Assessment Measure level for CIDA 2017 Standard 9 Communication Interior designers are effective communicators of data, research, and conceptual ideas: orally, visually, graphically, and in written form.

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Direct - Presentation	Has the criterion Senior interior design project presentation meets or exceeds expectations in terms of verbal and graphic clarity of the board presentation, with clear articulation of concept both verbally and in writing. been met yet? Not met	We expect that 70% of our students will meet or exceed the expectation of verbal and graphic clarity, with clear articulation of concept both verbally and in writing. Only four out of nine students met or exceeded this standard. The scores that would meet or exceed the standard were 24 - 40. The scores of those students failing to meet the standard were between 17 and 22.		- Assessment Process: Results Discussed / Shared: All members of the interior design faculty were engaged in the assessment process, and the results have been reviewed by all. This was a particularly small and weak class that has struggled throughout their progress through the curriculum. The fact that only four of the nine met this standard is not a surprise. There were curriculum and personnel changes that happened during their four years. These changes were instituted to address weaknesses that were revealed by this class. Unfortunately, this class was not necessarily in a position to benefit from the changes.	

				<p>- Curricular Change : We added a required advanced digital graphics class in the second year curriculum, but this was after this class was past second year. Some of the students were able to pick up the class as an elective, but they did not have the benefit of taking the course in sequence. Two of the professional classes they took had a personnel change (for the better) after they were through the classes.</p>
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Assessment List Findings for the Assessment Measure level for CIDA Standard 13 Products and Materials Interior design students complete design solutions that integrate furnishings, products, materials, and finishes.

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		<p>exceed expectations for the application of products and materials on the basis of their properties and performance criteria, their environmental attributes, and their life safety appropriateness. been met yet? Not met</p>	<p>students will meet or exceed the expectation of verbal and graphic clarity, with clear articulation of concept both verbally and in writing. Only five out of nine students met or exceeded this standard. The scores that would meet or exceed the standard were 6 - 10. The scores of those students failing to meet the standard were 4 - 5 .</p>		<p>Discussed / Shared: All members of the interior design faculty were engaged in the assessment process, and the results have been reviewed by all. This was a particularly small and weak class that has struggled throughout their progress through the curriculum. The fact that only five of the nine met this standard is not a surprise. There were curriculum and personnel changes that happened during their four years. These changes were instituted to address weaknesses that were revealed by this class. Unfortunately, this class was not necessarily in a position to benefit from the changes. - Curricular Change : We have had a change of personnel and curricular rigor in a second year class on FF & E that these students were not able to take. They were afforded limited exposure to the use and application of products and materials that are now being covered in the course.</p>
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Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email

Presented formally at staff / department / committee meetings

Discussed informally (selected)

Other (explain in text box below)

We have weekly interior design faculty meetings where student achievement (or lack thereof) is continually discussed. We have also been in the process of a self-study for an accreditation review due in November 2017. We are keenly aware of the strengths and weaknesses of our students.

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle)

Periodically (2-4 times per cycle) (selected)

Once per cycle

Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)

Dean / Asst. or Assoc. Dean (selected)

Departmental assessment committee

Other faculty / staff (selected)

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

We have two new faculty members (one in her third year and one in his first) who are and will be making a profound difference in the delivery of our curriculum. These changes have yet to take full effect, but our current class of seniors who will be assessed in spring 2018 is already showing signs of well exceeding our expectations.

5) What has the unit learned from the current assessment cycle?

We have a brighter future than our past. The current seniors, while still a small class, are much stronger overall. Changes we made last year are having an effect, and changes to come - a new building systems course for interior design, a new faculty member in second year, etc. - will bring positive results. We also look forward to our accreditation review in November. That report will offer us further guidance for the future.

Attachments

