

# 2017-2018 Assessment Cycle ARTS\_ Interior Design BID

## Mission (due 12/4/17)

### 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 / VP and Program / Department Mission

#### Mission of College or VP-area

*Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."*

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.

#### Mission of Program / Department

*Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."*

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.

### Attachment (optional)

Upload any documents which support the program / department assessment process.

## Assessment Plan (due 12/4/17)

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

#### Assessment List

Goal/Objective	Interior design projects have an articulated (spoken and written) design concept.																						
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	Direct - Project	A human-centered concept is clearly articulated	
	Direct - Project	Research is applied to the design outcomes	
	Direct - Project	Research informs the design process	

Goal/Objective	Interior design projects demonstrate the selection and application of materials, furnishings, and products that address issues of function, aesthetics, and sustainability appropriate for the student's level in the program		
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	Direct - Project	Exhibit aesthetic appropriateness to the type of project	
	Direct - Project	Exhibit relationship between finish/fabric samples and articulated color scheme	
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## Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

## Assessment Process

Our process of establishing these goals and objectives was an is undertaken at monthly faculty meetings. We recently reviewed the previous year's goals and compared it to recent accreditation expectations and areas where we want to foster growth in our program and our students. We identified one place where we want to see improvement, student writing. We are also seeing a shift in accreditation and within the academy to be more "human-centered" and a movement away from a similar concept of "sustainability." In our program discussion, we felt that we could begin to incorporate human-centered design research and design problems into our assignments. Also, this year, we intend to begin to evaluate sophomores as well as junior and senior level projects; with this new directive, we want to understand the value of implementing a portfolio review at the end of the sophomore year.

- 1) What strategies exist to assess the outcomes?
  - a. We are fortunate that we have a critique system in place where students present and are evaluated regularly by faculty. We will distribute assessment sheets to be completed during these reviews
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
  - a. We are seeking two primary new goals with-in our students learning outcomes – changes from previous years goals and objectives – writing skills and application human-centered design research.
  - b. We are seeking to continue our evaluation of verbal skills and the understanding of the use and technical application of materials within projects
  - c. We hope to asses written as well as verbal skills. This will give us a baseline and understanding of where we are at in terms of implementing writing and improving writing skills of our students.
  - d. Shifting research method instructions to include a human-centered research model will result in more articulate design concepts that inform their design processes and outcomes.
  - e. We hope to see continued improvement in students understanding and application of materials in their projects.
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
  - a. Our primary initiative to have regular reviews by all faculty member of students at all levels sophomore – senior remains our primary initiative to collect data and influence students through an engaged review process.
- 4) What is the plan for using data to improve student learning and/or operations?
  - a. We are beginning to implement more writing aspects for our assignments. This initiative is beginning and the data collected this year will inform those strategies
  - b. We are beginning the process for updating our research methods course, and the data collected this year will inform those strategies
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?
  - a. Any data collected will be included in reports to the Director of the School of Architecture and Design and the Dean of the College of the Arts.

## Results & Improvements (due 9/15/18)

### Results and Improvement Narratives

**Assessment List Findings for the Assessment Measure level for Interior design projects have an articulated (spoken and written) design concept.**

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## Reflection (Due 9/15/18)

### Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

#### 1) How were assessment results shared in the program / department?

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

Distributed via email

Presented formally at staff / department / committee meetings (selected)

Discussed informally (selected)

Other (explain in text box below)

#### 2) How frequently were assessment results shared?

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

Departmental assessment committee  
Other faculty / staff (selected)

**4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.**

Attached is a chart summary of student work in the sophomore year studio course INDS 202.

Previous evaluations have called attention to students underperforming in terms of written and verbal skills. Also, there was a concern regarding students manipulation of scale and the use of standard graphic (drawing) conventions. These results taken from the complete set of sophomores shows improvement in those areas, although the use of graphic standards remains the weakest (though in the acceptable range) of the metrics assessed. It should be noted that the use of digital tools is amongst the strongest metrics - often an understanding of scale and graphic standards can be masked by the use of digital tools.

The efforts to improve writing are evident with written statements being deemed as meeting expectations and one of the stronger results for the metrics assessed. This is tied to the strength in multiple iterations, where students have now been asked to complete drafts of written statements in advance.

**5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.**

This evaluation cycle saw the Interior Design Programs shift toward assessing students mid curriculum. this shift is tie to the School of Architecture and Design's shift to a sophomore portfolio review (or gate) for academic programs.

Over the past three assessment cycles, students have been participation in a broader School of Architecture and Design's efforts in writing across the curriculum. Conjecturally, this seems to impacting a primary goal of improving student communication skills in both writing and spoken presentation. This closing of the loop on these learning outcomes is bringing up student performance.

As we begin to shift our focus to the graphic and planning aspects of our students learning outcomes, their meeting expectations in those categories at this point is promising, although they are at the bottom of this range. By reinforcing those skills earlier in courses, this will bring those skills into more focus as we continue to create a comprehensive evaluation of sophomore work.

**Attachments (optional)**

*Upload any documents which support the program / department assessment process.*

Acheivment\_Assessment.pdf