Expected Outcome 1: Global Perspective
Students will understand how the global economy, policy, and history impacts interior design.

Assessment Method 1: Selected Exam Questions for CADS 2300 History of Decorative Arts

Assessment Method Description
Sophomore level INDS majors in CADS 2300: History of Decorative Arts, took two exams in Fall 2013 that included questions addressing aspects of contextual knowledge (global, economic, and policy-based) as applied to interior design. Select exam questions, consisting of true-false and multiple choice, tested the students’ understanding of the global economy, policy, and the historic impacts on interior design. Three attributes were evaluated using a dichotomous scale (1=Yes to 0 =No). These attributes included: (1) understanding of global perspective (in policy as it applies to historical events that impact contemporary building procedures); (2) understanding concepts of globalization (economic focused); and (3) understanding of contributions of revolutions in history and their impact on interior design.

Findings
A random sample (N=10 out of 30 students) student exams were reviewed by the instructor on the three global attributes, and scores ranged from 1 (Yes) to 0 (No); where 1 indicated the student received full credit for the correct answer, and 0 indicated an incorrect response. The highest average score, 1, indicated an understanding of global perspective demonstrating an advanced level of understanding in policy as it applies to historical events such as the industrial revolution and public sanitation and zoning policies that impact contemporary building procedures for interior designers. The overall score for understanding concepts of globalization was .9 indicating an advanced level of
understanding of concepts such as globalization. The lowest score was .7 for understanding contributions of revolutions in history and their impact on interior design suggesting a basic understanding of historical revolutions, but not a mastery of this concept in relationship to interior design.

**How did you use findings for improvement?**

More attention will be given the next time the course is taught in both lecture and writing assignments applying how these issues in history directly relate to the field of interior design profession today. In-class discussion will also prompt students to make these connections, and a paper focusing solely on this issue will also be implemented. Finally, additional assessment of the global perspective should occur in subsequent studio courses, and may best fit into the junior and senior level curriculum during the programming phase of projects in CADS 4300: Commercial Design and CADS 5300: Hospitality Design to determine if the transference of learning is occurring from course to course.

**Additional Comments**

**Expected Outcome 2: Process Knowledge**

Students will demonstrate knowledge of the theories and concepts of space planning and color theory and their role in the successful composition of the three dimensional envelope.

**Assessment Method 1:** Assessment of project results in CADS 3400 Non-Residential Interiors

**Assessment Method Description**

The Final Projects for CADS 3400 Nonresidential Interiors were compared for their effectiveness in space planning and color application in the three-dimensional envelope. The Conceptual Design Presentation occurred during the last week of the semester. Each project was evaluated based on the demonstration of appropriate space planning criteria and application of color theory in the selection of Furnishings, Fixtures & Equipment (FF&E). There were 12 students
in the studio course.

**Projects:**

*Conceptual Design Presentation* – Students were required to graphically present their design solution on boards. The boards contained rendered perspectives of the proposed office, concept statement, furniture plan, images of the furniture specified, and samples of the finishes used.

- [CADS 3400 Final Presentation Grade Sheet](#)

**Findings**

Out of the 12 students in the course, the average score on the Final presentation was 235.7 out of 300 possible points, i.e., 78.6%. The scores ranged from 68.6%-88%.

**How did you use findings for improvement?**

Process knowledge is very important within the design professions. Space planning and application of color theory are critical design skills to continuously improve upon. Most of the studio courses have several iterations of a design project. Identification of the specific areas in which students scored less well and focusing on these areas in CADS 3400 in subsequent terms and in subsequent studio classes should help to strengthen these skills for students entering the Interior Design field.

**Additional Comments**

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**Expected Outcome 2: Professional Attitudes and Skills**

Students will demonstrate personal professional characteristics appropriate for the workplace.

**Assessment Method 1:** External evaluation of performance on CADS 4920 Internship

**Assessment Method Description**
INDS students are required to complete a 10 week, full time internship (40 hrs./wk., 8 credit hours) in a professional design setting anywhere in the U.S. or abroad under the supervision of a registered Interior Designer or a state licensed architect. The evaluation form used by on-site internship supervisors has attributes characterized as Professionalism, Personal Attributes, and Academic Competence. All 20 of the INDS students who interned in Summer 2014 were included in the data analysis for this Learning Objective.

- CADS 4920 Internship Evaluations

Findings
On a 4.0 scale, the students averaged 3.80 for the attribute of Professionalism and for Personal Attributes. The average for Academic Competence was 3.70. Within each of these attributes the individual items were explored as well.

The Professionalism attribute included the following dimensions: appropriate demeanor, appropriate dress, response to supervision, response to criticism, response to stress, timeliness to work, timeliness in completing work and communication of design solution. The lowest average score (3.60) was for timeliness to work. All other dimensions averaged 3.80 with the exception of Response to Supervision which received an average score of 4.0.

The Personal Attributes criterion included the following dimensions: reliable, dependable, respectful, cooperative, enthusiastic, work ethic, availability, teamwork oriented, leadership, initiative, adaptability, & inquisitive nature. The lowest average score, 3.59 was for leadership, followed by 3.65 average scores for Inquisitive nature and for initiative. The other dimensions averaged scores of 3.75 to 4.0 with the highest scores (4.0) for respectful, cooperative and availability.

The Academic Competence criterion included the dimensions of attention to detail, accuracy, innovation in problem solving, creative, resourcefulness, knowledge of products/sources, written analysis skills, and oral presentation skills. The lowest average score, 3.4, was for accuracy. The highest average score, 3.9, was for written analysis skills. The other scores ranged from an average of 3.50-3.80.

How did you use findings for improvement?
Internships are required of all majors in the CADS department and on-site supervisors are always asked to evaluate intern knowledge and
performance relative to their internship assignment (which varies somewhat from firm to firm). Because the internship is viewed as our most important placement asset in terms of job placement after graduation, we will continue to use this on-site evaluation to help guide our curriculum development and execution. In fact, our 2013 graduates had a 100% placement rate in design related positions or graduate school within 12 months of graduation.

Overall, the scores for all three of these attributes were very strong, indicating the preparation the INDS students have for design-related positions. The lowest (though still very acceptable) average scores were for accuracy (3.4) and knowledge of products and sources (3.5). To give students more exposure to products and sources, additional field trips to manufacturers and showrooms, and implementation of a new Working Labs concept and Digital Resource Room will give students additional exposure to products and sources. Faculty will continue to emphasize accuracy in all project work.

Additional Comments

**Expected Outcome 3: Universal Design Knowledge**

Students will demonstrate knowledge of Universal Design while exposed to a diversity of demographic, anthropometric, social, psychological, cultural, and economic factors that influence design development and product selection.

**Assessment Method 1:** Evaluation of “Universal Design” projects from CADS 2100

**Assessment Method Description**

Evaluation of “Universal Design” project outcomes created by 39 sophomore-level interior design students for Project 2 in CADS 2100 Visual Communication I (Fall 2013)

Successful demonstration of knowledge of Universal Design occurs in the pre-design information-gathering phase, in which students work in teams to gather information on an assigned topic related to universal design and residential accessibility guidelines. Exposure to diversity factors that influence design development and product selection is provided through
multiple project scenarios throughout the semester. Examples include: residential design for aging in place in Florida; mixed-use design for International clients on site in California; commercial planning for facilities workers in Alabama; and an institutional design for children in a location chosen by the student. Students then present findings as a 10-12 minute group PowerPoint (or other approved digital medium) presentation to the class and provide each classmate with a handout containing the most important information from the presentation.

**Findings**

The universal design knowledge objective—was worth 50% of the assignment grade, based on two components – a written handout component and a verbal presentation component – both assessed by the professor on a five-point scale in which one (1) is “Demonstrates basic information about Universal Design” and five (5) is “Demonstrates in-depth information about Universal Design, with evidence of exploration. Appropriate terminology used throughout.” Student work was scored by the professor; scores ranged from 2.5 to 4.5 with an overall mean score of 3.7. The mean score for the verbal component was 4.1 and the written component was 3.3.

The difference in mean scores between the verbal and written component suggests that students may have difficulty communicating their knowledge of Universal Design in written form. This interpretation was cross-referenced with scores on a later part of the Universal Design project in which students averaged a score of 1.67 on a scale ranked 0-4 for the merit of their design work in regard to application of Universal Design standards. This discrepancy between verbal demonstration, written demonstration, and design application suggests that students may be better prepared to demonstrate knowledge of Universal Design than they are to demonstrate application of Universal Design.

**How did you use findings for improvement?**

The ability to demonstrate knowledge of universal design is very important within the design professions, for code-compliant space planning and design development. Therefore, improving student learning outcomes in this area is a vital part of the instructor’s goals in the next offering of this course. Studies suggest that student understanding of course content may be stronger when students see a clear connection between content and real world application. The instructor has restructured this project to 1) create a more realistic and interesting design scenario, 2) generate
stronger empathy between students and the design client, and 3) provide
more feedback earlier in the design process to encourage exploration of
and critical thinking about Universal Design.

Additional Comments