Interior Design Student Learning Outcome: Knowledge, Critical Thinking, and Communication

Assessment Method(s)

Fourth-year students are assessed through the Capstone Project in ID645: Interior Design Studio 8. The Capstone Project requires students to individually respond to a design problem with a solution integrating cumulative design knowledge from preceding design-related courses. Students are individually responsible for citing evidence to support their design solution, addressing relevant building codes and regulations, incorporating sustainable design practices, addressing human factors, and following standard design practices for programming, schematic design, design development, and preparation for construction documents. The work is monitored, assessed, and students are provided regular verbal and written feedback across the term through daily interaction with the course faculty and submission of work in progress. The final submission is graded for sub-categories of contents:

1. **Design quality** and **design process** (e.g., research, analysis, synthesis). These sub-categories are assessed through the contents of the Project Binder and the Presentation Materials. These sub-categories require high levels of **critical thinking.**

2. **Integration of design components** (e.g., materials, systems, sustainability). This is assessed through the construction documentation and the FFE Manual. This sub-category requires skilled application and integration of **knowledge.**

3. **Construction documents** (including code requirements) is assessed through the construction document set and the FFE Manual. This sub-category requires skilled application and integration of **knowledge.**

4. **Communication** (including written, verbal, and graphic communication) is assessed through the Final Design Boards and the Public Presentation of the project. This sub-category requires skilled application of effective communication**.**

Minimum expected level of achievement is 70% (or adequately prepared to begin work in a professional design setting) for each sub-category. Proficiency is considered to be a range from 75% (minimally proficient) - 86.5% (very proficient). Students scoring 87% or above exceed the expected levels of achievement. The faculty expects 100% of students completing ID645 to reach the minimum level of achievement, with at least 90% of our students achieving the proficient level in 2 or more sub-categories.

Over the past four assessment cycles (2019 – 2022), the following has been observed through the student performance on the capstone project.

SLO Category		2019	2020	2021	2022
Critical Thinking	*Overall Design Quality*	10 (59%) students exceeded expectations, 4 (24%) students met the program's standards for proficiency, and 3 (18%) students met the minimum level of expected achievement.	14 (56%) students exceeded expectations, 6 (24%) students met the program's standards for proficiency, and 4 (16%) students met the minimum level of expected achievement.	12 students (71%) exceeded expectations and 5 students (29%) met the program's standards for proficiency.	31 students (89%) exceeded expectations, 3 students (9%) met the program's standards for proficiency, and 1 student (3%) met to pass.
	Project Research & Analysis	*Added to assessment in 2020*	13 (52%) students exceeded expectations, 7 (28%) students met the program's standards for proficiency, and 4 (16%) students met the minimum level of expected achievement.	8 students (47%) exceeded expectations, 8 students (47%) met the program's standards for proficiency, and 1 student (6%) met the minimum level of expected achievement.	31 students (89%) exceeded expectations, 3 students (9%) met the program's standards for proficiency, and 1 student (3%) met to pass.
	Design Process	11 (65%) students exceeded expectations, 1 (6%) student met the program's standards for proficiency, and 5 (29%) students met the minimum level of expected achievement.	9 (36%) students exceeded expectations, 10 (40%) students met the program's standards for proficiency, and 5 (20%) students met the minimum level of expected achievement.	4 students (24%) exceeded expectations, 8 students (47%) met the program's standards for proficiency, and 5 students (29%) met the minimum level of expected achievement.	32 students (91%) exceeded expectations, 2 students (6%) met the program's standards for proficiency, and 1 student (3%) met to pass.
KNOWLEDGE	*Integration of Design Components*	12 (71%) students exceeded expectations, 1 (6%) student met the program's standards for proficiency, and 4 (24%) students met the minimum level of expected achievement.	16 (64%) students exceeded expectations, 7 (28%) students met the program's standards for proficiency, and 1 (4%) student met the minimum level of expected achievement.	12 students (71%) exceeded expectations; 5 students (29%) met the program's standards for proficiency.	32 students (91%) exceeded expectations, 2 students (6%) met the program's standards for proficiency, and 1 student (3%) met to pass.
KNOWLEDGE / COMMUNICATION	*Construction Documents*	7 (41%) students exceeded expectations, 5 (29%) students met the program's standards for proficiency, 2 (12%) of students met the minimum level of achievement.	6 (24%) students exceeded expectations, 6 (24%) students met the program's standards for proficiency, 6 (24%) of students met the minimum level of achievement.	3 students (18%) exceeded expectations, 9 students (53%) met the program's standards for proficiency, 1 student (6%) met the minimum level of achievement.	11 students (31%) exceeded expectations, 20 students (57%) met the program's standards for proficiency, 2 students (6%) met the minimum level of achievement.
	FFE Documents	11 (65%) students exceeded expectations, 1 (6%) student met the program's standards for proficiency, and 5 (29%) students met the minimum level of expected achievement.	12 (48%) students exceeded expectations, 6 (24%) student met the program's standards for proficiency, and 3 (12%) students met the minimum level of expected achievement.	8 students (47%) exceeded expectations, 4 students (24%) met the program's standards for proficiency, 1 student (6%) who met the minimum level of expected achievement	19 students (54%) exceeded expectations, 11 students (31%) met the program's standards for proficiency, 3 students (9%) who met the minimum level of expected achievement.
KNOWLEDGE / COMMUNICATION	*Design Boards*	9 (53%) students exceeded expectations, 4 (24%) students met the program's standards for proficiency, and 4 (24%) students met the minimum level of expected achievement.	17 (68%) students exceeded expectations, 5 (20%) student met the program's standards for proficiency, and 1 (4%) student met the minimum level of expected achievement.	10 students (59%) exceeded expectations, 5 students (29%) met the program's standards for proficiency, 1 student (6%) met the minimum level of expected achievement.	23 students (66%) exceeded expectations, 9 students (26%) met the program's standards for proficiency, 1 student (3%) met the minimum level of expected achievement.
	Final Presentation	10 (59%) students exceeded expectations, 4 (24%) students met the program's standards for proficiency, and 3 (18%) students met the minimum level of expected achievement.	18 (72%) students exceeded expectations, 3 (12%) student met the program's standards for proficiency, and 3 (12%) students met the minimum level of expected achievement.	8 students (47%) exceeded expectations, 6 students (35%) met the program's standards for proficiency, and 3 (18%) students met the minimum level of expected achievement.	21 students (60%) exceeded expectations, 11 students (31%) met the program's standards for proficiency, and 2 (6%) students met the minimum level of expected achievement.
Summary		All 17 students (100%) achieved proficient level in at least 2 sub-categories. 14 of 17 (82%) of the students met or exceeded minimum levels of achievement in *all* subcategories	24 students (96%) achieved proficient levels in at least 2 categories. 20 of 25 students met or exceeded minimum levels of achievement (70%) in all subcategories.	All 17 students (100%) achieved proficient level in at least two sub-categories. 10 of 17 students (59%) were evaluated as meeting base-line proficient or exceeding baseline achievement in *all* subcategories	All 35 students (100%) achieved proficient level in at least two sub-categories. 33 of 35 students (94%) were evaluated as meeting base-line proficient or exceeding baseline achievement in all subcategories.