### SLO Category

#### KNOWLEDGE / COMMUNICATION

**Critical Thinking**

- **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.

- **Design Process**
  - 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.

- **Integration of Design Components**
  - 12 (71%) students exceeded expectations. 1 (6%) student met the program’s standards for proficiency, and 5 (29%) students met the minimum level of expected achievement.

- **Construction Documents**
  - 6 (24%) students exceeded expectations. 6 (24%) students met the program’s standards for proficiency, and 4 (16%) students met the minimum level of expected achievement.

- **FFE Documents**
  - 11 (85%) students exceeded expectations. 1 (6%) student met the program’s standards for proficiency, and 5 (20%) students met the minimum level of expected achievement.

- **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.

- **Final Presentation**
  - 10 (59%) students exceeded expectations. 4 (24%) students met the program’s standards for proficiency, and 3 (16%) students met the minimum level of expected achievement.

**Communication**

- 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

#### 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.

#### KNOWLEDGE

- **Capstone Project**
  - 20 of 25 students (80%) exceeded the expected levels of achievement.

- **Capstone Project Final Presentation**
  - 12 (71%) students exceeded expectations. 7 (28%) students met the program’s standards for proficiency, and 5 (20%) students met the minimum level of expected achievement.

- **Capstone Project Design Boards and the Public Presentation of the project**
  - This sub-category requires skilled application and integration of knowledge.

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.

<table>
<thead>
<tr>
<th>SLO Category</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Design Quality</td>
<td>10 (59%)</td>
<td>14 (56%)</td>
<td>12</td>
<td>31</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Research &amp; Analysis</td>
<td>13 (52%)</td>
<td>8 (47%)</td>
<td>4 (24%)</td>
<td>32</td>
</tr>
<tr>
<td>Design Process</td>
<td>9 (36%)</td>
<td>4 (24%)</td>
<td>4 (24%)</td>
<td>30</td>
</tr>
<tr>
<td>Integration of Design Components</td>
<td>12 (71%)</td>
<td>12 (71%)</td>
<td>3 (18%)</td>
<td>35</td>
</tr>
<tr>
<td>Construction Documents</td>
<td>6 (24%)</td>
<td>3 (18%)</td>
<td>8 (47%)</td>
<td>21</td>
</tr>
<tr>
<td>FFE Documents</td>
<td>11 (85%)</td>
<td>12 (48%)</td>
<td>8 (47%)</td>
<td>19</td>
</tr>
<tr>
<td>Design Boards</td>
<td>9 (53%)</td>
<td>17 (68%)</td>
<td>10 (59%)</td>
<td>23</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>10 (59%)</td>
<td>18 (72%)</td>
<td>8 (47%)</td>
<td>21</td>
</tr>
<tr>
<td>Summary</td>
<td>All 17 students (100%)</td>
<td>24 students (96%)</td>
<td>All 17 students (100%)</td>
<td>All 35 students (100%)</td>
</tr>
</tbody>
</table>

**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 FFE Manual. This sub-category requires skilled application and integration of knowledge.

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 skillful 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 skillful 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.