

## Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: **Interior Design (ID)**

Contact person: **Amanda Ferroggiaro, FDC, SAC Chair**

For CTE: Degree or certificate\* assessed: **AAS – Interior Design**

\*please attach a table showing the alignment of the degree or certificate outcomes with the College Core Outcomes

### The Stated Outcomes of the Interior Design Department aligned with the Portland Community College's core outcomes:

| Stated Outcome   | Core College Outcome                                       |
|--|--|
| Demonstrate the application of the principles and concepts of color and design through the creation of residential client-based projects | Critical Thinking and Problem Solving<br>Communication     |
| Produce architecturally accurate drawings to demonstrate technical skills  | Communication  |
| Incorporate and articulate appropriate historical perspectives in creating residential projects  | Critical Thinking and Problem Solving,<br>Self Reflection  |
| Demonstrate research and evaluation skills in the selection and use of products/ materials including sustainable design applications.    | Community and Environmental Responsibility                 |
| Apply building and Americans with Disability Act codes to residential design projects  | Cultural Awareness   |
| Demonstrate an understanding of professional practice methodology, ethics, selling techniques, and communication/ listening skills       | Professional Competence                                    |
| Demonstrate skills in leadership, negotiation, interpersonal and teamwork communication  | Communication,<br>Professional Competence, Self Reflection |

1. The Interior Design department did not submit a report for the academic year, 2011-12. This was due to time constraints on FDC, Amanda Ferroggiaro relating to the development of an assessment plan for the Oregon Board of Education's Technical Skill Assessment initiative.

Looking back to the report from academic year 2010-2011, there was an observation that using the capstone course, ID 234 Advanced Interiors for providing student work samples to evaluate for the attainment of program outcomes seemed like a great idea.

The need for careful integration of program outcomes into this course was noted and emphasized in the curriculum of the class, which ran with seventeen students spring term, 2013.

## **2. Assessment tool:**

A rubric filled out by seven visiting design professionals and two design faculty. There were nine reviewers who reviewed the work of seventeen (17) students for a total of thirty-nine (39) evaluation of this important capstone project. Each reviewer completed approximately four (4) evaluations. Some did more.

- I took advantage of the nature of the professional design review that is conducted every term at the end of the capstone course, ID 234 Advanced Interiors.

### **The Project to be assessed:**

- Working with real clients, students conduct a complete design project starting with client interviews and followed with schematic design, client meetings and a final design solution.
- Number of students assessed: 17. These are the students graduating this term, spring 2013 with an AAS in Interior Design
- The Program's outcomes were re-worded for clarity and immediacy for the reviewers as they considered the content of the student work.
- All outcomes were assessed except for "Apply building and Americans with Disability Act Codes to residential design projects". This is because of the nature of these individual, residential projects. Next year, the department will add review of the course ID 133 Space Planning which involves the creation of commercial space and hence, the need to comply with the requirements of the ADA in the design.
- The reviewers worked in pairs, but filled out the rubrics individually. (see total review counts above)
- It was a great way to get the professional designer-reviewers involved in careful observation and evaluation of the student work and

**Here is the rubric:**

|  |             |        |      |            |
|--|-------------|--------|------|------------|
| Portland Community College   |             |        |      |            |
| Interior Design Department – Review of Advanced Interiors work by industry professionals |             |        |      |            |
|  | Outstanding | Strong | Good | Needs work |
| Student demonstrated an understanding or the application of color in the project.        |             |        |      |            |
| Plan and elevation drawings are drawn correctly (architectural graphics)                 |             |        |      |            |
| There is a reference to a historical style in the design                                 |             |        |      |            |
| Materials selection is carefully considered  |             |        |      |            |
| There is a discussion or evidence of sustainable design                                  |             |        |      |            |
| Presentation was clear and well communicated   |             |        |      |            |
| Notes:   |             |        |      |            |

Here is how the rubric's student evaluation questions relate to the program outcomes:

| <b>Program Outcome</b>   | <b>Student evaluation questions</b>  |
|--|--|
| Demonstrate the application of the principles and concepts of color and design through the creation of residential client-based projects | Student demonstrated an understanding of the application of color in the project                                     |
| Produce architecturally accurate drawings to demonstrate technical skills  | Plan and elevation drawings are drawn correctly (architectural graphics)   |
| Incorporate and articulate appropriate historical perspectives in creating residential projects  | There is a reference to a historical style in the design   |
| Demonstrate research and evaluation skills in the selection and use of products/ materials including sustainable design applications.    | There is a discussion or evidence of sustainable design<br><i>and</i><br>Materials selection is carefully considered |
| Demonstrate an understanding of professional practice methodology, ethics, selling techniques, and communication/ listening skills       | Presentation was clear and well communicated   |
| Demonstrate skills in leadership, negotiation, interpersonal and teamwork communication  | Presentation was clear and well communicated   |

I collected the rubrics and then tallied the results. I did this by the number of evaluations, NOT by individual student.

**3. Data from reviewers – 39 evaluations collected**

| Portland Community College   |             |        |      |            |
|--|-------------|--------|------|------------|
| Interior Design Department – Date collected from reviewers of final Advanced Interiors Project June 10, 2013 |             |        |      |            |
|  | Outstanding | Strong | Good | Needs work |
| Student demonstrated an understanding or the application of color in the project.                            | 16          | 18     | 5    |            |
| Plan and elevation drawings are drawn correctly (architectural graphics)                                     | 14          | 19     | 6    |            |
| There is a reference to a historical style in the design   | 16          | 13     | 6    | 4          |
| Materials selection is carefully considered  | 18          | 16     | 5    |            |
| There is a discussion or evidence of sustainable design  | 3           | 12     | 5    | 19         |
| Presentation was clear and well communicated   | 13          | 14     | 12   |            |
| Notes:   |             |        |      |            |

**Why I created the rubric as I did:**

“Good” to me is really average. I felt that professional reviewers are reluctant to be too critical. The following evaluation, “needs work” is really when something is not done clearly or omitted. I would consider the descriptions: “Outstanding = A, Strong = B, Good = C and Needs work = D”

**4. Identifying Changes**

The most obvious place where the student work falls short is where we want to see a discussion of sustainable design. This is interesting because as a department, sustainability is stressed. It is also stressed in Architectural Design and Drafting which our AAS students take 25 of their 103 credits in.

Also, looking at where an evaluation of “Good” is 12 out of 37 for presentation shows me that students need to do much better in the oral presentation. My feeling is that they are either too nervous or too casual, and I am fairly sure I am right here.

**Changes for next year will be**

1. Requiring students to prepare note cards for their presentation. I saw this technique used at the Interior Design Student Thesis Presentation at Marylhurst University, June 6, 2013, and it really makes a difference. The students are more at ease and don’t forget to mention important parts of their presentation.
2. Requiring students to show evidence of their understanding of sustainable design in their project. After all, ID 121, Sustainable Materials for Residential Interiors is a prerequisite for the course.

This can be done with the research and development part of the project that occurs in the first two weeks of the term.

5. I think this is a very successful evaluation tool. It provides for direct industry feedback on our graduating student work. It is a new methodology for the department and can certainly be improved upon. Some improvements I will make (as the SAC chair) for next year:
  - a. Develop a method to evaluate program outcome 5: Apply building and Americans with Disability Act codes to residential design projects. This was not evaluated in this project (as noted previously).
  - b. Consider a more careful evaluation using volunteer professionals to get more narrative feedback. There was not a lot of time to do this at the review. **However**, I do think there is a lot of value in evaluating the students in their moment of presentation. This is crucial to their success as designers.