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| **California State University, Fresno****College of Arts and Humanities****Interior Design Option (Art and Design Department)****Department/Program Assessment Coordinator [i]: Silvana Polgar** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| The mission of Interior Design at California State University, Fresno is to prepare future designers to think, engage, speculate and innovate. At the center of our mission is the belief that education has the responsibility of empowering students to become responsible citizens, agents of change and progress in society.The Interior Design option offered by the Department of Art and Design at Fresno State, provides a thorough training in both aesthetic and functional aspects of interior design. Students understand and can apply their knowledge of design principles including color, space planning, furniture selection, lighting and creative expression in a variety of settings. This program enables students to create projects that are reality based and engages students with the community. |

## Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO’s [a,b,c]

* 1. Institutional Learning Outcomes. Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>

1. Acquiring specialized knowledge

2. Applying knowledge

* 1. Program Learning Outcomes (Also known as Goals) and related SLO’s
		1. PLO 1: Students will acquire knowledge of the elements and principles of design and their application within historical and cultural contexts
1. SLO 1: Apply the elements and principles of design and vocabulary
2. SLO 2: Identify the dynamic qualities of line and shape relative to format and be able to create composition that support their visual conceptions
3. SLO 3: Analyze and apply the tri-chromatic aspects of color: Hue, Value, and Saturation (Chroma)
4. SLO 4: Identify concepts of color theory and their applications to a variety of environments in relationship to the human response.
5. SLO 5: Apply their knowledge of the theory of natural and artificial lighting to design lighting for various environments
6. SLO 6: Experiment and communicate in three dimensional and organize three-dimensional elements of line, shapes and plane, mass, space, texture and kinetic form
7. SLO 7: Explain historical and cultural contexts and references to Identify design potential for working in three dimensions.
	* 1. PLO 2: Students will develop the ability to organize and express formal and concept drive projects while incorporating a variety of materials, tools, and processes.
8. SLO 1: Students will research and explain historical and cultural contexts to support the generation of original, creative ideas
9. SLO 2: Create formal and concept driven projects that give form to and express creative ideas
10. SLO 3: Demonstrate critical thinking by applying all the phases (specific steps) of the design process and present a design solution
11. SLO 4: Identify symbolic, psychological and cultural effects associated with color and its creative expressions and application Students will understand the symbolic, psychological and cultural aspects of color related to creative expression and application
12. SLO 5: Create aesthetic and functional solutions through the design process and through creative problem solving
13. SLO 6: Apply knowledge to create projects that support the cultural and social needs, consider human and user centered design, and present a solution for cultural and social problems

## Curriculum Map [d]: Courses in which SLO’s are addressed and evaluated

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6  |
| ID 7 | I | I | I |  |  | I |  |  |  |  |  | I |  |
| ID 43 |  | I | I |  |  | I |  |  |  |  |  |  |  |
| ID 70 |  |  |  |  |  |  |  |  |  |  | I |  |  |
| ID 71 | I |  |  |  |  |  |  |  |  | I |  | I |  |
| ID 77 | I |  | I |  |  | I |  |  |  |  |  |  |  |
| ID 110 |  | I |  |  | I |  |  |  |  |  |  |  |  |
| ID 111 | D | D |  |  |  |  |  |  |  |  |  |  |  |
| ID 112 |  |  |  | I | I | I | I | I | I | I | I | I | I |
| ID 113 |  |  |  |  |  |  | I | I |  |  |  |  |  |
| ID 116 | D |  | D |  |  |  |  |  |  |  |  |  |  |
| ID 120 |  |  |  |  |  |  | D | D |  |  |  |  |  |
| ID 130 |  |  |  | D |  |  |  |  |  |  |  |  |  |
| ID 131 |  |  |  | D |  |  |  |  |  | D |  |  |  |
| ID 134 | D |  |  | D | D | D | D | D | D | D | D | D |  |
| ID 137 |  | D | D |  | D | D |  |  |  |  |  |  |  |
| ID 136 | D | D | D |  |  | D |  |  | D |  |  |  |  |
| ID 138 | D | D | D | D | D | D |  |  | D | D | D | D | D |
| ID 145 | D |  |  | D | D | D |  |  |  | D | D | D |  |
| ID 149 | D | D | D | D | D | D |  |  | D | D | D | D | D |
| ID 150 |  | D |  |  | D |  |  |  |  |  |  |  |  |
| ID 155 | M | M | M | M | M | M | M | M | M | M | M | M | M |

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

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| **I = Introduced** | **D = Developed** | **M=Mastered** |  |

## SLO’s Mapped to Assessment Measures and Methods [e]

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assessment Measure | EvaluationMethod | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |
| Case Study | Rubric | X | X | X | X |  | X | X | X | X | X | X | X | X |
| Design Project | Rubric | X | X | X | X | X | X |  |  | X | X |  | X | X |
| Poster or presentation board | Rubric | X | X | X |  |  | X |  |  | X |  |  |  |  |
| Senior Exit Survey | Score | X | X | X | X | X | X | X | X | X | X | X | X | X |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

* 1. Direct Measures (Department/Program must use a minimum of three different direct measures)

1. Case Study Assignment – Students will review designs for similar situations and environments and analyze the effectiveness of the prior designs and write up the results as a case study report.

2. Design Project (ID 71) – One example of a design project is a project that focuses on the needs of a specific group such as the millennials, elderly or special needs. Students will develop a design for a specific space that enables the targeted group to effectively use the space. Students will do projects that address and integrate both private and commercial spaces. Students will conduct research, design the project, and present the final designs that they have created.

3. Poster or presentation board --

* 1. Indirect Measures (Department/Program must use a minimum of one indirect measure)
		1. Alumni Survey – questions will focus on specific student learning outcomes.

## Assessment Schedule/Timeline [g]

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AcademicYear | Measure | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 |
| 2017-2018 | Poster | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 2018-2019 | Presentation and Poster | X | X | X |  |  | X |  |  | X |  |  |  |  |
| 2019-2020 | Design Project | X | X | X | X | X | X |  |  | X | X | X | X | X |
| 2020-2021 | Case Study |  |  |  | X | X |  |  | X |  |  | X |  | X |
| 2021-2022 | AlumniSurvey | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 2022-2023 | Poster | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 2023-2024 | Design project | X | X | X | X | X | X |  |  | X | X | X | X | X |
| 2024-2025 | Case Study |  |  |  | X | X |  |  | X |  |  | X |  | X |

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| Closing the Loop [h,j,k]  |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| Program/Department Closing the Loop process:Assessment results will be discussed by the two Interior Design faculty and also shared with all faculty within the Art Department. Near the end of each spring semester, a department meeting will be dedicated to reviewing assessment results. Interior Design faculty will discuss the results and in cases where the majority of students are not proficient, they will discuss and agree upon two or three specific changes. Each faculty is responsible for implementing the changes in the courses that they teach in which the outcomes are covered. Any outcome in which students are not proficient will be measured again approximately one academic year after the changes have been implemented The department is currently making changes to their curriculum to align more closely with CIDA (Counsel for Interior Design Accreditation) requirements and to increase the emphasis on service learning and project based learning.  |