|  | **Evidence of Learning: IDT 1010 --- Introduction to Interior Design** | | | | | |
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| **Program Learning Goal**  **Students will have completed courses and been given learning experiences that expose students to:** | **Measurable Learning Outcome**  **Students will show learning outcomes through:** | **Method of Measurement**  **Direct\* and**  **Indirect Measures\*\*** | **Acceptable Threshold** | **Findings Linked to Learning Outcomes** | **Interpretation of Findings** | **Action Plan/Use of Results** |
| Goal 1:  **Design theory**  Students will apply theory to projects that demonstrate use of various design theories to problem solve design concepts. | . Measure 1: Students will be able to list the different **architectural styles and identify key components from the major historical periods.**  Measure 2: Identification of **elements and principles** of design.  Measure 3: Students will learn the **Munsell color theory** in various assignments and projects, identifying various color schemes, variation of hue and chroma and knowledge of the color wheel. | Measure 1: Students complete photo/architectural style search within their community and call out major characteristics that classify the historical period.  Measure 2: Students complete assignments that identify elements and principles of interior environments.  Measure 3: Students will be able to identify various color schemes as identified in the Munsell theory and apply them to interior design projects. | Measures 1, 2, 3: 100 % of Student scores are expected to achieve a score of 85% or higher. | Measure 1, 2: Layout and presentation skills show evidence of elements and principles which is a secondary outcome of the two assignments cited.  Measure 2: Students should employ the elements and principles to design concept of final project, be able to identify as such. | The majority of students achieved a score of 95-95%, exceeding the threshold. | No action needed. |
| **Goal 2:**  **Professional Standards**  Students will be able to identify, analyze and apply professional standards through testing and practical application | Students will be introduced to the **ethical practice of the profession** of interior design. Students will identify and define terminology, scope and ethical standards of the industry | Measure 1: Chapter 1 assignment on professional practice.  Measure 2: Exam 1 contains 3-8 questions on professional practice. | Measures 1, 2: Student scores are expected to achieve a score of 85% or higher. | ---------- | ---------- | ---------- |

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| Goal 3:  **Design process**  Students apply the 5-phase design process through practical application of design projects | Students will be able to implement and define the **design process** on an elementary level based off content in Ch. 1 text. | Measure 1: Approx. 4-6 questions on exam 1.  Measure 2: Final project design process booklet | Exam results 85% or higher on those questions applicable to the design process. | ---------- | ---------- | ---------- |

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| Goal 4:  **Technical skills**  Students will utilize technical skills to create construction drawings as part the 5-phase design process. | . Not applicable for this course. See Learning Outcomes Rubric | ----------- | ---------------- | ------------------- | ------------------ | -------------------- |
| Goal 5:  **Professional selling techniques**  Students will implement professional practice, technical sales skills and ethics in the design process. | Students will be introduced to the **ethical practice of the profession of interior design and define terminology, scope and ethical standards of the industry.** | Measure 1: Chapter 1 assignment on professional practice.  Measure 2: Exam 1 contains 3-8 questions on professional practice. | ---------------- | ------------------- | -------------------- | ---------------------- |
| Goal 6:  **Sustainable design standards**  Students will select and specify sustainable materials, products, and practices in interior design projects. | Students are introduced to sustainable standards based on information given in Chapter 1. | Measure 1: Exam 1 contains 3-5 questions based on this concept.  Measure 2: Students should show evidence on the final course project of sustainable use of materials. | Measures 1, 2: Student scores are expected to achieve a score of 85% or higher | Student scores range from 85-100%, meeting the acceptable threshold. | Student scores range from 85-100%, meeting the acceptable threshold | No action needed. |
| Goal 7:  **Universal design standards**  Students will adhere to universal design standards and codes in interior design projects. Students will be able to identify clearances and accessibility standards in design concepts, construction documents. | Students are introduced to universal design standards in Chapter 1 of the text. | Measure 1: Exam 1 contains 3-5 questions on this topic.  Measure 2: This concept is again stressed when studying the space planning chapters within the text. | Measure 1: On those questions applicable to this goal, exam results should be 85% or higher  Measure 2: Scores of 85% or higher on the space planning aspects of the project on grading critique. | Student scores range from 85-100%, meeting the acceptable threshold | Student scores range from 85-100%, meeting the acceptable threshold | No action needed. |
| Goal 8:  **Global awareness**  Student projects will illustrate global awareness in design solutions. | .  Students will be able to identify **architectural styles and furnishings from various time periods and cultures**. | Measure 1: Exam 1 contains approximately 8-10 questions regarding architectural styles.  Measure 2: Architectural/furnishings styles search.  Measure 3: Final project --- students must define architectural style and influence | Measures 1, 2: Student scores are expected to achieve a score of 85% or higher | Student scores range from 85-100%, meeting the acceptable threshold | ---------- | ---------- |

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| Goal 9:  **Diversity**  Student projects will illustrate diversity through various design concepts that address diverse familial groups and cultures. | Students will be able to create a design concept that features various **cultural influences in furnishing style.** | Measure 1: In the course final project, students must identify the cultural influence in the furnishings style of the concept. |  | ---------- | ---------- | ---------- |
| Goal 10:  **Socioeconomic awareness**  Student projects relate to various socioeconomic issues and groups as students examine various solutions to design projects that meet socioeconomic limitations. | Not applicable for this course. See Learning Outcomes Rubric | ---------- |  | ---------- | ---------- | ---------- |

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| Goal 11:  **Protecting health,**  **Safety, welfare**  Students will be able to produce design solutions that address health, safety and welfare and will be able to identify design problems that may compromise health, safety and welfare in a space. | Students identify ethical responsibility for health, safety and welfare through projects and material selection. | Measure 1: Exam 1 contains 3-5 questions on this topic.  Measure 2: This concept is again identified when studying the space planning chapters within the text.  Measure 3: Materials selection on final project reflects health, safety, welfare. | Measure 1: On those questions applicable to this goal, exam results should be 85% or higher  Measure 2: Scores of 85% or higher on the space planning aspects of the project on grading critique | Student scores range from 85-100%, meeting the acceptable threshold | Student scores range from 85-100%, meeting the acceptable threshold | No action needed. |

| Evidence of Learning: General Education Courses  **Creative Arts** | | | | | |
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| Measurable Learning Outcome  Students will… | Method of Measurement  Direct and Indirect Measures\* | Threshold for Evidence of Student Learning | Findings Linked to Learning Outcomes | Interpretation of Findings | Action Plan/Use of Results |
| Create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts. | Measure 1: Students will be able to list the different **architectural styles and identify key components from the major historical periods.**  Measure 2: Identification of **elements and principles** of design.  Measure 3: Students will learn the **Munsell color theory** in various assignments and projects, identifying various color schemes, variation of hue and chroma and knowledge of the color wheel | Measure 1: Students complete photo/architectural style search within their community and call out major characteristics that classify the historical period.  Measure 2: Students complete assignments that identify elements and principles of interior environments.  Measure 3: Students will be able to identify various color schemes as identified in the Munsell theory and apply them to interior design projects. |  |  |  |
| Students will be able to implement the **design process** on an elementary level based off content in Ch. 1 text. | Measure 1: Approx. 4-6 questions on exam 1.  Measure 2: Final project design process booklet |  |  |  |
| Demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures. | Measure 1: Students will be introduced to the **ethical practice of the profession** of interior design. Students will identify and define terminology, scope and ethical standards of the industry  Measure 2: Students will be able to identify **architectural styles and furnishings from various time periods and cultures**. | Measure 1a: Chapter 1 assignment on professional practice identifies terminology, scope and ethical standards. Student scores are expected to achieve a score of 85% or higher.  Measure 1b: Exam 1 contains 3-8 questions on professional practice.  Student scores are expected to achieve a score of 85% or higher.  Measure 2a: Exam 1 contains approximately 8-10 questions regarding architectural styles.  Student scores are expected to achieve a score of 85% or higher.  Measure 2b: Architectural/furnishings styles search identifying historical styles of both. Student scores are expected to achieve a score of 85% or higher.  Measure 2c: Final project --- students must define architectural style and influence. Student scores are expected to achieve a score of 85% or higher. |  |  |  |
| Measure 3 Students will be able to create a design concept that features various **cultural influences in furnishing style.**: | Measure 1: In the course final project, students must identify the cultural influence in the furnishings style of the concept. Student scores are expected to achieve a score of 85% or higher. |  |  |  |