

## Park University Interior Design Program Assessment

### **Mission**

The mission of the interior design program at Park University is to engage students in an excellent liberal arts education while preparing them to apply the design process as they enhance the function and quality of interior spaces, thus improving the human condition.

### **Program Level Assessment:**

#### **Program Academic Goals**

1. Combine the common body of knowledge in interior design with the intellectual development found in a liberal arts education:

Provide a balance between the specialized, practical and technical content integral to the profession and the broad cultural aspects of a liberal arts education. (FIDER Professional Standards, origination 2000, reissue 2002. Paraphrased from preamble)

2. Provide the practical training required for interior designers through a sequence of design studios, graphic communication/technical skill studios and supporting lecture classes.

3. Prepare students to approach their profession with an awareness of their ethical responsibility to design spaces that meet the needs of all users, are environmentally sustainable, and protect the health safety and welfare of the public.

4. Prepare students to become professional interior designers, qualified to sit for the National Council of Interior Design Qualifications examination.

#### **Program Competencies**

(Program Competencies are taken from the standards set by the Council on Interior Design Accreditation.)

1. Students display the attitudes, traits and values of professional responsibility, accountability and effectiveness.
2. Students demonstrate a foundation in the fundamentals of art and design.

3. Students apply theories of design and human behavior.
4. Students apply discipline related history.
5. Students apply the knowledge, skills, processes and theories of interior design.
6. Students communicate effectively.
7. Students design within the context of building systems.
8. Students use appropriate materials and products.
9. Students apply the laws, codes, regulations, standards, and practices that protect the health, safety and welfare of the public.
10. Students demonstrate a foundation in business and professional practice.

### **Direct Evidence: Capstone Project**

The senior year of the interior design program includes a two-semester capstone course, Senior Seminar I and II. Students apply all the program competencies as they design a thesis project during these two courses.

- Senior Seminar I (AR498): Students choose a topic for research that leads to a description of a client for which they will write a “program,” a document that defines the design problem to be solved. Concurrently, students audit their body of work and prepare a design for a portfolio.
- Senior Seminar II (AR499): Students prepare a design project that meets the criteria set forth in the program developed in AR498. The design project is a culmination of all their acquired knowledge, skills, processes and theories of interior design. The project requirements include construction documents and a formal oral and visual presentation. Concurrently, students prepare a portfolio representing their work during their interior design education.
- Senior Portfolio: As part of Senior Seminar I and II, students design and prepare a portfolio of their work. The design of a portfolio is complex and tests a students basic design skills. The content of the portfolio is representative of the range of projects that a student has completed.

The senior seminar capstone course offers the opportunities for juried critiques of the design project as well as the portfolio. Over time, the development of students in the program can be tracked by reviewing the Senior Thesis Projects

and Portfolios. The assessment of the capstone course Project and the Portfolio will take place using the direct methods listed below.

### **Program Level Assessment: Direct Methods**

#### **Senior Capstone Project:**

The final requirement for the senior capstone project is to prepare a visual and oral presentation of the project. The project will be used for program evaluation using three tools:

Core Assessment Rubric: Since the project is the Core Assessment Project for AR499, it will be assessed by the instructor using the Core Assessment Rubric.

Guest Jury: Two to four guests will be invited to the final presentation. Guests will include faculty from related disciplines, professional designers and members of the Interior Design Advisory Board. The guests will be given a rubric to use to evaluate each project. The rubric addresses the Program Competencies.

Photographic Documentation: The projects will be photographed for the program records, to back up the data gathered through written assessment.

#### **Senior Portfolios**

Seniors in Interior Design are required to prepare portfolios of their work. The portfolio provides an additional program assessment tool because it is a collection of work created by the student over time. Portfolios will be assessed by the following method:

Internal review: The art and design faculty will meet annually to review the quality range of student work as exhibited by *senior portfolios*, especially to review changes to quality over time. Analysis of trends in student work quality will assist in making necessary improvements to curriculum or individual courses. The program competencies rubric will be used to document this assessment.

### **Program Level Assessment: Indirect Methods**

#### **Tracking alumni:**

A system of tracking alumni will be put into place. A survey shall be sent to alumni annually. Information to be gathered includes:

Where are graduates working?

Are graduates involved in professional organizations and activities?

Are graduates sitting for the NCIDQ?

Are graduates continuing their education by getting specialized training in related fields or going to graduate school?

Do graduates feel that their education at Park University prepared them for the design profession?

Ultimately the success of the program can be assessed by the success of the alumni. If Park Graduates are successful in obtaining employment and perform well in that employment, the program has succeeded.