Course Assessment in a Box

Course Assessment in a Box is a practical tool for you to conduct assessment of course Student Learning Outcomes (SLOs). By following these simple steps, using assessment tools you already use to evaluate student work, you can easily produce a course assessment of SLOs.

These steps align with the course SLO assessment page in the CurricUNET Program Review Module. Once the steps are completed, it should be easy to transfer your work to, or simply attach it to, the Program Review.

1. Number and name of the course being assessed:

ID/ART 150B Interior Design

2. Course SLOs from the Course Outline of Record (simply cut and paste from the COR):

1. Identify, analyze, and evaluate design criteria.
2. Synthesize creative design solutions as part of a logical, problem-solving process.
3. Communicate design concepts through written, verbal and graphic means.

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue):

This course is considered a capstone course for the Interior Design program. Course SLOs reflect Program SLOs, (see ID Program Review). Faculty met and reached consensus.

4. List the SLO(s) you are assessing in this particular instance:

1. Identify, analyze, and evaluate design criteria.
2. Synthesize creative design solutions as part of a logical, problem-solving process.
3. Communicate design concepts through written, verbal and graphic means.

5. Describe the assessment strategy or tool that addresses the SLO(s):

Interior Design Program Rubric.

NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your grading system. Examples: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), or others….

6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

Rubric is used to evaluate each student’s class projects in terms of the class SLOs, determining students’ abilities to meet class Learning Outcomes. Rubric defines levels of competency for the different SLOs, (excellent, competent, developing, poor, unacceptable). Projects are evaluated by criteria as defined in rubric.

7. By looking holistically at the results from all students, describe your findings:

This class, like others in the Interior Design program, is rotated through a 3-semester schedule. And although the class is designed as a capstone class, students take it when it comes up in rotation. Some students take the class at the end of their program of study, (as it was designed), but many
take it very early. Students with the most experience do better in the class. Students with less experience can discover areas most needing improvement.

8. Describe faculty dialogue (if any) involved in the assessment process.

The Interior Design faculty met in January 2014 to develop an assessment tool that addresses program SLOs and can be used in ID 150B, as well as all the other Interior Design classes. This will allow us to assess the program in years when 150B isn't scheduled, or to assess other classes in lieu of 150B. The faculty all agreed that the attached rubric, used to assess specific student projects, might work. We will all try it in our classes and meet again next year to assess its efficacy as an assessment tool. For the purpose of this specific assessment, the Program coordinator met with course faculty to test the rubric.

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies implemented to promote student success:

Offering Interior Design courses more regularly would allow students with the optimal background to take classes in optimal sequence. Interior Design faculty believed this would improve Student Learning Outcomes for all classes.

10. After the improvements are implemented, describe the results:

Course will be offered again Fall 2015. Improvements will be evaluated upon completion of that semester.