

G. GOALS AND OBJECTIVES

STUDENT LEARNING OUTCOMES ASSESSMENT

Interior Design Program—MFA & MA Specialization

Mission Statement

Exploring and optimizing human potential in the built environment.

Values

As a program, we value and celebrate:

- 1) People as the basis for design
- 2) The essential role of interior design values and variables
- 3) Enthusiasm for scholarly creativity
- 4) Mutual inspiration and respect
- 5) Exploration, experimentation and risk taking
- 6) Ethics—personal and professional
- 7) Individuality and diversity
- 8) Discipline
- 9) Passion

Philosophy

Graduate study of interior design at Iowa State University develops around the premise that human purpose and potential are the cornerstones of interior design education and practice. Interiors are the essential containers of human performance, the supportive interface between people and their surrounds. As such, interior designers embrace five essential humanistic priorities:

- * human safety
- * operational (functional) utility
- * physical fit
- psychological fit
- contextual fit

The realization of these ends is directly linked to the designer's creative means. Next to a rich knowledge of human nature, the designer's most important tools are methodologies by which to gain, apply and communicate even deeper levels of humanistic insight.

Objectives

The goal of graduate study in interior design is to prepare students to shape and lead interior design and interior design education in the decades ahead. As such, it should prepare them to:

- * Explain the centrality of human factors to the practice and study of interior design. Define "human factors," as broadly construed, including reference to design variables that optimize the aesthetic, social-psychological and utilitarian needs of different segments of the population.
- * Demonstrate methodological flexibility. Explain widely held views of design as both a formal and informal problem-solving process. Demonstrate effective strategies for dealing with unfamiliar design problems, including reference to procedures suitable for investigating, analyzing, solving, communicating and evaluating complex design issues and responses.
- Explain interior design's societal role. Formulate a personal position concerning the designer's role as a member of the professional design community and the community at large.

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Most Recent Assessment (College Review, Academic 2004-2005) —Basis for Change

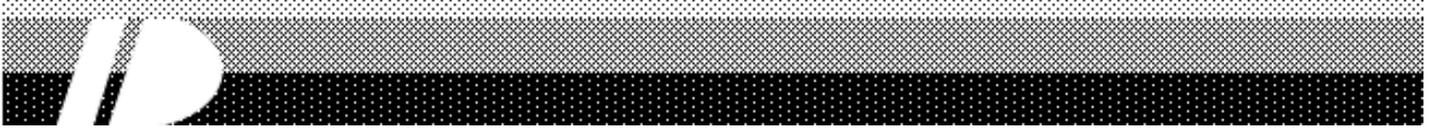
Intended Learning Outcomes	Measures	Relevant Required Courses	Results	Changes Based Upon Results
In depth knowledge of human factors, as broadly defined, including sources of individual and group variability	See general measures below**	ArtID 551	--Knowledge of human factors tends to be fragmental, defined rather narrowly	--Pending changes in curriculum to make human factors in design a true emphasis of graduate study
Knowledge of multiple design investigation, analysis and synthesis options	See general measures below**	ArtID 552	--Program viewed as strong in this area but further enhancement appropriate	--Formalize and build on current strength. --Make design methodologies of a wide variety of types a secondary emphasis of graduate study
Proficiency in communication of complex design concepts and information using a variety of oral, written and visual methods	See general measures below**	ArtID 551, 552, 569, 667	--Professional Advisory Board (PAB) recommended broader, deeper attention to digital design development and communication --See below	--New faculty adds depth and breadth to digital design and imaging in ID --Program now makes earlier introduction to 3D computer methods --More discussion and use of written, oral and visual communication skills in studios --PAB regularly used for mock interviews, discussion, other student-pro interaction
Advanced understanding of the practice and potential future of interior design and interior design education	See general measures below**	ArtID 565, 665, 698-I	--Program historically strong—some loss of strength in recent times --See below	--New faculty should strengthen student and program contact with historical and cross-cultural forces effecting the present and future of design practice and education --Greater emphasis on methods will bring greater formalization and integration of theory in studios

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Assessment Processes

**In addition to assessment criteria specifically cited by outcome, above, all outcomes are, to varying degrees, assessed using the general set of “Measures” and “Results” listed below:

Assessment Activity	Period or Cycle of Activity	Record of Activity
--Program-wide graduate reviews	--Conducted at the end of every semester.	--Notes made of summary comments by reviewers
--Local, regional and national competitions	--Occur periodically.	--Photographic records of work submitted.
--Student performance reviews by ID Program Advisory Board (PAB)	--This has become a regular part of PAB visits, during each fall and spring semester.	--No formal documentation
--Juried charettes	--Occasionally, at the beginning of each spring semester.	--Photographic documentation of charette materials
--Selected reviews by outside critics	--Outside critics (including practitioners and/or faculty from allied design or related disciplines) form a portion of the review teams for most studio and seminar projects.	--Completed projects are photographed. Comments by outside critics are formally collected on forms provided.
--Periodic program-wide interior design graduate student meetings	--Periodic “Town meetings” for all ID graduate students.	--When conducted surveys take the form of open-ended questions; occasionally, more formally produced surveys are conducted.
--Graduate student service as project jurors, guest lecturers and teaching assistants	--Regularly, during every semester	--Graduate faculty participate with graduate students as co-instructors in courses and as fellow jurors when they conduct critical reviews, however, at present, no formal review or documentation is performed



H. PROGRAMMATIC VALUES

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