Back to Basics

Evolving Program
Student Learning Outcomes from
Florida Curriculum Frameworks

June 2012

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Dean, School of Engineering, Design & Construction
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• The SACs Cycle
• Creating Curriculum
• Defining Program SLOs
• How and Where to Measure SLOs
• Questions
Learning Objectives

At end of session, attendees will be able to:

• Apply methodology presented to develop program student learning outcomes based on State Curriculum Framework and other professional Standards

• Identify manageable program assessment strategies
• SACS Resource Manual, revised March 2012
  – 3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional effectiveness)
    • 3.3.1.1 educational programs, to include student learning outcomes
SACS Cycle

• Setting up the process
• Identifying the objectives
  – what should the outcomes be
• Measuring the outcomes
  – where are you measuring the outcomes
  – how are you measuring the outcomes
• Creating an action plan
  – Analyze the data
  – Develop continuous improvement plan
• Implementing plan
CURRICULUM
Framework to Assessments

Program Framework
The Program Framework forms the criteria of the Program Curriculum and is informed by:
- Florida Dept. of Educ. Curriculum Framework
- Licensing Boards,
- Professional Accreditation Organizations, and
- Industry Advisory Boards.
This Framework outlines the Program Objectives.

Program & Course Curricula
Program Curriculum, developed by College Faculty, details what is being taught in the program and is approved by the College Curriculum Committee.
The Curriculum Matrix shows which courses incorporate each Objective outlined in the Curriculum Framework.
The Program Curriculum further defines the Student Learning Outcomes (SLOs), which include:
- College-wide SLOs, and
- Program-specific SLOs.

Course Syllabi
Course Syllabi detail the topics covered in each course of the Program Curriculum. Included in these syllabi are the Program objectives covered in that course.
The Master Course Syllabus is typically initiated by the Department or Program Chair and the Classroom Instructor Syllabus is developed by the instructor, using department guidelines.
The individual Course Syllabi are developed by instructors in conjunction with the Department and/or Program Chair.

Course Assignments
Assignments, Quizzes, Tests

Program Assessments (separate document)
Included in a separate document, the Program Assessments measure both the five College-wide Student Learning Outcomes (SLOs) and the Program-Specific SLOs.
The MAPP and SAILS assessments measure the College-wide SLOs. Program outcomes are measured using a variety of assessment tools and rubrics in identified courses.
Program Framework

• Forms criteria of program curriculum

• Informed by:
  – Florida Department of Education Curriculum Framework
  – Licensing board
  – Professional accreditation organizations
  – Industry advisory boards

• Provides objectives to be achieved by program
Curriculum Matrix

- Developed by College faculty
- Details what is approved by College Curriculum Committee and being taught in program
- Shows which courses incorporate each standard outlined in Curriculum Framework
- Defines student learning outcomes (SLOs), including College-wide and program-specific
- Describes program courses with specific topics detailed in Master Course Syllabi
### Program-Specific Student Learning Outcomes (PSLOs):

1. **Programming & Design:** The student shall illustrate proficiency in the art and science of programming, concept, and design development.
2. **Presentation:** The student shall illustrate proficiency in professional communication and presentation of concept and design to include visual, oral, and written modalities.
3. **Professional Practice:** The student shall illustrate proficiency in professional practice to include contract for professional services and the development of an Interior Design business plan.

#### Core Competencies

- **Identify egress requirements. (20.0)**
- **Design safe and universally accessible spaces. (21.0)**
- **Prepare the basic agreement between the designer and the client, identifying services and responsibilities. (22.0)**
- **Demonstrate a basic knowledge of computer skills. (23.0)**
- **Identify, research, and design sustainable interiors. (24.0)**
- **Analyze the concept of readapting and/or renovating existing structures. (14.0)**
- **Incorporate evaluation, space planning, layout, workflow, and design into a project. (15.0)**
- **Coordinate the interior with the exterior of a building/residence where appropriate.  (16.0)**
- **Calculate the costs involved in a budget estimate of an interior project.  (17.0)**
- **Learn the process of preparing a complete set of working construction drawings of a residential building manually and/or electronically. (18.0)**
- **Identify the effects of sound on habitable spaces. (19.0)**
- **Identify egress requirements. (20.0)**
- **Design safe and universally accessible spaces. (21.0)**
- **Prepare the basic agreement between the designer and the client, identifying services and responsibilities. (22.0)**
- **Demonstrate a basic knowledge of computer skills. (23.0)**
- **Identify, research, and design sustainable interiors. (24.0)**

#### Measurable Course Objectives

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Program-Specific SLs</th>
<th>Where Each Objective is Incorporated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Identify and apply elements and principles of basic design to interior spaces. (1.0)</strong></td>
<td>1</td>
<td><strong>AS Interior Design Technology</strong></td>
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<tr>
<td><strong>2. Describe the interrelationship between humans and their interior environments. (2.0)</strong></td>
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<td><strong>3. Plan for space utilization and development according to identified functions. (3.0)</strong></td>
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<tr>
<td><strong>4. Select and arrange furniture, equipment, and accessories. (4.0)</strong></td>
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<tr>
<td><strong>5. Identify the appropriate use and function of interior furnishings and materials. (5.0)</strong></td>
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<tr>
<td><strong>6. Identify, research, and specify interior design materials and resources. (6.0)</strong></td>
<td>1</td>
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<tr>
<td><strong>7. Research and specify appropriate interior lighting. (7.0)</strong></td>
<td>1</td>
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<tr>
<td><strong>8. Identify interior methods and systems in building construction. (8.0)</strong></td>
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<tr>
<td><strong>9. Identify building codes, regulations, and legislation relating to residential and non-residential spaces. (9.0)</strong></td>
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<tr>
<td><strong>10. Communicate design concepts through visual and oral presentation skills. (10.0)</strong></td>
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<td><strong>11. Demonstrate employability skills and identify job and career opportunities. (11.0)</strong></td>
<td>3</td>
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<tr>
<td><strong>12. Identify business organization and development procedures and/or systems for a professional practice. (12.0)</strong></td>
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<tr>
<td><strong>13. Analyze historical, cultural, and societal influences on structures, interiors, and furnishings. (13.0)</strong></td>
<td>1</td>
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<td><strong>14. Analyze the concept of readapting and/or renovating existing structures. (14.0)</strong></td>
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<td><strong>18. Learn the process of preparing a complete set of working construction drawings of a residential building manually and/or electronically. (18.0)</strong></td>
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<td><strong>19. Identify the effects of sound on habitable spaces. (19.0)</strong></td>
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<td><strong>20. Identify egress requirements. (20.0)</strong></td>
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<td><strong>23. Demonstrate a basic knowledge of computer skills. (23.0)</strong></td>
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Master Course Syllabus

• Details topics covered in each program curriculum course

• Includes College-wide and program student learning outcomes covered in course

• Typically initiated by Department or Program Chair

• Used by individual instructors to develop course syllabi based on Department guidelines

• Outlines measurement of student progress through assignments, quizzes, tests, etc.
Course Measurement

• Based on Course Assessment Matrices, which show how and where course measurements cover College-wide and program-specific student learning outcomes.

• Created by instructor to assess student progress in the course.

• Provide ongoing input for program-specific student learning outcomes.
DEFINE PROGRAM SLOs
# Flow of Standards to Outcomes

## Professional Accreditation Standards

1. **Global Context**
   - Identify, research, and design sustainable solutions. (24.0)

2. **Human Behavior**
   - Describe the relationship between humans and their exterior environments. (2.0)

3. **Design Process**
   - Identify and apply elements and principles of basic design to interior spaces. (1.0)

4. **History**
   - Integrate evaluation, space planning, layout, workflow, and design into a project. (1.5)

5. **Space & Form**
   - Coordinate the interior with the exterior of a building residence. (1.0)

6. **Color & Light**
   - Learn the process of preparing a complete set of working construction drawings of a residential building manually and/or electronically. (1.5)

7. **FF&E**
   - Design safe and universally accessible spaces. (2.0)

8. **Environmental Systems & Controls**
   - Analyze historical, cultural, and societal influences on structures, interiors, and furnishings. (2.0)

9. **Interior Construction & Bldg Systems**
   - Plan for space utilization and development according to identified functions. (3.0)

10. **Regulations**
    - Research and specify appropriate interior lighting. (7.0)

11. **Collaboration & Communication**
    - Select and arrange furniture, equipment, and accessories. (4.0)

12. **Professional & Business Practices**
    - Identify the appropriate use and function of interior furnishings and materials. (5.0)

## Curriculum Framework Standards

<table>
<thead>
<tr>
<th>Program SLOs</th>
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</table>

### Programming & Design

- Student shall illustrate proficiency in the art and science of programming, concept and design development

### Presentation

- The student shall demonstrate proficiency in the professional communication and presentation of concept and design to include visual, oral, and written modalities

### Professional Practice

- The student shall illustrate proficiency in professional practice to include contract for professional services and the development of an interior design business plan

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Program complies with 12 Professional Standards... detailed in the 24 State Standards... as evidenced by the 3 Program Outcomes.
EXERCISE

dee handouts
Input Criteria

- Curriculum
- Professional Accreditation
- Advisory Board
- Board of Architecture & Interior Design
The Magic

- Curriculum advisory boards
- Professional accreditation
- State licensing

Technical Design

Presentation of Ideas & Concepts

Business/Professional Practice
### Program-Specific Student Learning Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The student shall illustrate proficiency in the art and science of programming, concept and design development.</td>
</tr>
<tr>
<td>2</td>
<td>The student shall illustrate proficiency in professional communication and presentation of concept and design to include visual, oral and written modalities.</td>
</tr>
<tr>
<td>3</td>
<td>The student shall illustrate proficiency in professional practice to include contract for professional services and the development of an Interior Design business plan.</td>
</tr>
</tbody>
</table>
HOW & WHERE TO MEASURE SLOs
• Formative and summative assessments are performed in courses with major emphasis

• **Major emphasis** refers to courses which cover in detail those skills and topics required to achieve program-level outcome, i.e., *applied mastery* of knowledge/skills.

• **Supporting emphasis** refers to courses which cover those skills and topics at *introductory* level.
### Program-Specific Student Learning Outcomes

**1.** The student shall illustrate proficiency in the art and science of programming, concept and design development.

2. The student shall illustrate proficiency in professional communication and presentation of concept and design to include visual, oral and written modalities.

3. The student shall illustrate proficiency in professional practice to include contract for professional services and the development of an Interior Design business plan.

#### Studio and Design courses
- M = Major Emphasis
- s = Supporting Emphasis

**M** = Major Emphasis
**s** = Supporting Emphasis

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**Program-Specific SLOs**

<table>
<thead>
<tr>
<th>Major Code:</th>
<th>INTDS-AS</th>
</tr>
</thead>
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<tr>
<td>New CIP:</td>
<td>1450040801</td>
</tr>
<tr>
<td>Old CIP:</td>
<td>1404050100</td>
</tr>
<tr>
<td>Updated:</td>
<td>Jun-12</td>
</tr>
<tr>
<td>By:</td>
<td>Cheryl Knodel</td>
</tr>
<tr>
<td>Program Title:</td>
<td>AS Interior Design Technology</td>
</tr>
<tr>
<td>Career Cluster:</td>
<td>Architecture, Engineering and Construction</td>
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</tbody>
</table>

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**Where Each Outcome is Incorporated**

**Foundation Courses (54 credit hours)**
- AS Degree Courses

**AS Degree Courses**
- General Education (AS - 15 ch; BAS - 36 ch)
- Discipline Electives (6 credit hours)
- Co-operative Internship (6 credit hours)
- Studio and Design courses
- Professional Practice courses
- Portfolio Courses

- M = Major Emphasis
- s = Supporting Emphasis
Supporting & Major Emphasis

**Supporting Emphasis**
- IND 2305 Int. Des. Graphics I
- IND 1022 Basics of Design
- IND 1935 Barrier-free Design
- IND 1422 Furnishings Estimating
- IND 1423 Survey Mtls/ Resources
- IND 1429 Textiles
- IND 1100 Historic Interiors I
- IND 2130 Historic Interiors II
- IND 1404 Technical Design I
- IND 2424 Technical Design II
- IND 1229 Design Concepts
- IND 2608 Sustainable Design
- IND 2460 Computer-Aided Drafting
- IND 29xx Co-operative Internship

**Major Emphasis**
- IND1010 Studio I
- IND2012 Studio II
- IND2016 Commercial Design I
- IND2221 Commercial Design II
  - IND2500 Principles & Practices
  - IND2014 Studio III
  - IND2523 Portfolio

**Assessments**
- Formative Assessments
- Summative AS Program Assessments
Definitions

• **Formative Assessments:**
  – Evaluate student learning throughout program, utilizing course quizzes, pre and post-tests, term papers, etc.
  – Frequently used to gather periodic feedback about student learning occurring in program, enabling educator to adjust instruction accordingly

• **Summative Assessments:**
  – Evaluate student mastery of competencies and ability to apply knowledge upon completion of degree-required coursework
  – Frequently assessed in program capstone or portfolio courses
Formative:
- Incremental learning
- Trajectory to clear SLO

Summative:
Incremental learning is no longer good enough...have we mastered all the knowledge and skills...can we apply knowledge
Triangulating Assessments

Direct

SLO 1

Direct

Indirect
Triangulating Assessments

- Pre and Post Tests
- Capstone / Portfolio
  - Rubrics
- Surveys
  - End of course
  - Advisory
SACS Cycle

- **S**tudent Learning Outcomes (SLOs) defined for program
- **M**easure SLOs
- **A**nalize Data
- **C**ontinuous Improvement (Action) Plan
- **C**ontinue the Cycle
Thank you!

Michael Staley, P.E., P.M.P.


