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Course Prefix and Number: CTD 425 Course Title: Historic Documentation/Advanced Residential Design

Specific program-level student learning outcomes the course embedded assessment measures will address:

The course assessment will address the following Program Level outcomes:

1. Interior Design students in Clothing, Textiles, and Interior Design will demonstrate knowledge and skill in the design process, including pre-design research, programming, schematic and orthographic drawings and specifications.

5. Interior Design Students will demonstrate an understanding of the impact of the built environment on groups and individuals with varying needs, both homogeneous as well as multi-cultural.

Description of the Course-embedded assessments to be used:

Students will be divided into teams with 4 students per team. Each team will choose a research topic to present to the entire class in a multi-media format. The students must decide the focus of the presentation. Each student will carry responsibility for in depth research and presentation of a detailed point of the overall presentation. Students will evaluate their own contributions to the group. Students will evaluate the contributions of others in their group. The entire class will evaluate the success and value of the total presentation. Later in the semester students are expected to apply knowledge gained from this research into their final residential design, and highlight that application. After the final design is complete, students will report to the helpfulness of these activities, and give their opinions as to how to improve these activities.

This project is worth 150 of 650 total semester points. Participation points are given as the class evaluates each presentation. Participation points are also given based upon student reports of contributions.

Summary of Results for Course Embedded Assessment:

Students were divided into teams with 4 students per team. Each team chose a research topic to present to the entire class in a multi-media format. The students decided the focus of the presentation. Each student was responsible for in depth research and presentation of a detailed point of the overall presentation. Students evaluated their own contributions to the group. Students utilized the rubric in CTD 425, Historic Documentation/Advanced Residential Design, as they observed presentations made by each peer group, of which there were a total of eight. The same rubric was then used to grade the presentations made by the students as a group and individually. All groups (100 percent ) made 75 percent or above. One group received a high C. The remaining seven groups received a grade of 80 percent or above; 87.5 percent of the students made an 80 or above as determined through use of the rubric.

Conclusions

The embedded assessment proved to be a successful tool in many ways. Use of the rubric in a peer critique allowed students to feel part of the process and to accept responsibility for constructive critique of themselves, their peers, and the presentations. The only problem encountered was that students invited to rank the presentations consistently ranked their group as best. In future those presenting will not be asked to rank their presentation.