Expected Outcomes: Design Competency

Students completing the Interior Architecture dual degree program will be able to design, develop and graphically represent an interior architecture project through drawings and models. They will utilize analytical tools, design research and their own creativity to develop these projects.

Related typical general education outcomes:

- 4 Ability to Construct Arguments
- 8 Oral Communication
- 12 Aesthetic Appreciation and Engagement

Assessment methods

Method: Interior Architecture Thesis Project Evaluations

Students completing the ARIA Thesis Studio (ARIA 4030) will demonstrate design and representational media proficiency via a design project evaluated by both faculty and external reviewers with professional experience in the fields of Interior Design, Art and Architecture. This evaluation will occur at several times during the course of the semester.

Findings:

Faculty and invited external Jurors review the progress evident in the student work throughout the Summer Thesis Semester. During this past summer, it was the professional opinion of these individuals that the student work was of a quality consistent with both academic and professional expectations.

How did you use findings for improvement?

While the level of student proficiency was reached, we continue to use these findings to monitor the Interior Architecture Program. It has become clear to us as a faculty that the successful development of the summer project is dependant on the preliminary work of the faculty to define the scope of the project and the focus of the design problem. This is an important finding as the faculty who teach this important course changes from year to year. In order to maintain consistency in the student work, faculty wanting to teach in the summer often present their project ideas to the Chair and other faculty before proceeding with the preliminary studio work.

Additional comments:

None

Method: Final Presentations

Interior Architecture Students will prepare, deliver and defend a comprehensive visual and oral presentation of their design project at the end of the semester to a panel of faculty and external reviewers with professional experience in the fields of Interior Design, Art and Architecture. This assessment method is utilized in the other studio classes such as ARIA 3020 Studio 3 and ARIA 4020 Studio 5.
Findings:
The final presentations of the Interior Architecture Students across all year levels was attended by a panel of faculty members and external reviewers. The external reviewers were Architects or Designers with significant reputations and/or professional experience.

How did you use findings for improvement?
While the target level of student proficiency was reached we continue to use these findings to monitor the content and quality of the Interior Architecture Program.

Additional comments:
Interviews with the external reviewers after the final presentations revealed that they thought the student work was of a high quality that would meet their expectations for an entry level employee/recent graduate in the field of Architecture/Interior Architecture.

Method: Interior Architecture Faculty Review
The Interior Architecture Faculty will meet annually to evaluate the progress of all students, review the quality of student work, and suggest any necessary changes to the content of all required courses.

Findings:
In May of 2012, at the APLA faculty retreat, the Interior Architecture Faculty met to evaluate the overall quality of student work, to discuss the organization of the curriculum and to discuss issues related to summer student enrollment. While we are pleased with the overall quality of student work, and the areas in which that work is focused, there are areas where we can improve.

How did you use findings for improvement?
After adding an additional 3rd year studio in the summer of 2011, as mentioned in our last report, we reached the conclusion that student numbers did not financially support this studio and it has been integrated into the fourth year studio. The relationship between Architecture and Interior Architecture continues to be problematic. The idea to integrate 3rd year students 'vertically' into an upper year level studio may bridge some of our concerns.

Additional comments:
The evaluation of the studio sequence relates directly to our students ability to achieve competency in designing spaces for human inhabitation. We continue to seek out ways for students to achieve this competency in addition to their studies in Architecture.

Expected Outcomes: Professional Judgement and Ethics
Students completing this program will demonstrate an understanding of the social, aesthetic and environmental considerations that frame the practice of Interior Architecture. They will also demonstrate the ability to address these considerations through sound design decisions.

Related typical general education outcomes:
2 Analytical and Critical Reading
7 Written Communication
9 Informed and Engaged Citizenship
**Assessment methods**

**Method**: Interior Architecture Thesis Project Evaluations

Students completing the ARIA Thesis Studio (ARIA 4030) will demonstrate design and representational media proficiency via a design project evaluated by both faculty and external reviewers with professional experience in the fields of Interior Design, Art and Architecture. This evaluation will occur at several times during the course of the semester.

**Findings**:

Faculty and invited external Jurors review the progress evident in the student work throughout the Summer Thesis Semester. During this past summer, it was the professional opinion of these individuals that the student work was of a quality consistent with both academic and professional expectations, especially as related to professional judgement and ethics. As an example, by designing to code and considering issues of sustainability, students are utilizing judgement and ethics to achieve a balance between the good of their ‘client’ and the good for society.

**How did you use findings for improvement?**

While the level of student proficiency was reached, we continue to use these findings to monitor the Interior Architecture Program. It has become clear to us as a faculty that the successful development of the summer project is dependant on the preliminary work of the faculty to define the scope of the project and the focus of the design problem. This is an important finding as the faculty who teach this important course changes from year to year. In order to maintain consistency in the student work, faculty wanting to teach in the summer often present their project ideas to the Chair and other faculty before proceeding with the preliminary studio work.

**Additional comments**:

By becoming registered, Architects are expected to design buildings that protect the health, safety and welfare of the public. Professional judgement and ethics are an essential component of protecting the public. Students graduating from the Architecture/ Interior Architecture dual degree program can pursue registration as an Architect. Therefore, students graduating from this program should be able to exercise professional and ethical judgement as related to issues such as sustainability, life cycle costing, accessibility and code compliance.

**Method**: Interior Architecture Faculty Review

The Interior Architecture Faculty will meet annually to evaluate the progress of all students, review the quality of student work, and suggest any necessary changes to the content of all required courses.

**Findings**:

In May of 2012, at the APLA faculty retreat, the Interior Architecture Faculty met to evaluate the overall quality of student work, to discuss the organization of the curriculum and to discuss issues related to summer student enrollment. While we are pleased with the overall quality of student work, and the areas in which that work is focused, there are areas where we can improve.

**How did you use findings for improvement?**

As mentioned in our last report, we were concerned with establishing a foundation of canonical texts that every student should have read before graduation. This reading should cover the traditional issues of sequence, space making and the profession’s theoretical content. However...
we still need to make selections for reading that include issues related to professional judgement and ethics, such as: sustainability, pro bono business practices and globalism's impact on design. In some of these areas we have made progress.

Additional comments:

The faculty assessment and review was very useful, once again helping us see the areas in which our course offerings are lacking.

**Expected Outcomes : Representational Media Competency**

Students completing this program will demonstrate proficiency with the digital and analog tools necessary in the representation of Interior Architecture projects.

Related typical general education outcomes:

1. Information Literacy
6. Ability to Solve Open-Ended Problems
12. Aesthetic Appreciation and Engagement

**Assessment methods**

**Method : Final Presentations**

Interior Architecture Students will prepare, deliver and defend a comprehensive visual and oral presentation of their design project at the end of the semester to a panel of faculty and external reviewers with professional experience in the fields of Interior Design, Art and Architecture. This assessment method is utilized in the other studio classes such as ARIA 3020 Studio 3 and ARIA 4020 Studio 5.

**Findings:**

The final presentations of the Interior Architecture Students across all year levels was attended by a panel of faculty members and external reviewers. The external reviewers were Architects or Designers with significant reputations and/or professional experience.

**How did you use findings for improvement?**

While the target level of student proficiency was reached we continue to use these findings to monitor the content and quality of the Interior Architecture Program.

**Additional comments:**

Interviews with the external reviewers after the final presentations revealed that they thought the student work was of a high quality that would meet their expectations for an entry level employee/recent graduate in the field of Architecture/Interior Architecture.

**Method : Interior Architecture Faculty Review**

The Interior Architecture Faculty will meet annually to evaluate the progress of all students, review the quality of student work, and suggest any necessary changes to the content of all required courses.

**Findings:**

In May of 2012, at the APLA faculty retreat, the Interior Architecture Faculty met to evaluate the overall quality of student work, to discuss the organization of the curriculum and to discuss
issues related to summer student enrollment. While we are pleased with the overall quality of student work, and the areas in which that work is focused, there are areas where we can improve.

**How did you use findings for improvement?**

We need to continue to find ways to integrate advanced computer modeling technologies into our Interior Architecture Studios. We have actually been relatively successful at achieving this goal. Now, our interviews with External Jurors has revealed that we may have gone too far, they remind us of the ‘good old days’ when everything was drawn by hand, and the beauty that was associated with that type of hand-crafted drawings. We are now struggling to find balance between the digital and analog means of representing design proposals.

**Additional comments:**

Fluency with digital and analog media is an essential skill for students graduating from the Interior Architecture program. Drawing is thinking, so developing skills in representing a proposal is as much about the skill as it is about the ability of the student to visualize the complexity of a design problem.