Assessment Plan

List of Documents

1. Assessment Strategies
2. WASC Rubric for Assessment Plan
3. Matrix Comparing Different Perspectives of Assessment Plan
4. Interior Architecture Curriculum Map
5. Interior Architecture Assessment Schedule
6. Assessment tool for second year portfolio and capstone project
Both formal and informal ongoing assessment strategies help develop and systemically evaluate student performance and attainment of key learning outcomes in Interior Architecture. As outlined in the Curricular Map, this document articulates four key learning outcomes and respective levels of expertise areas for measured assessment (shown in color) that include both formative and summative benchmarks, and involves multiple forms of evaluation. The processes provide a vehicle to assure program quality and promote continuous improvement in the effectiveness of teaching, the improvement of student work, and the continuous design of the curriculum.

**FORMATIVE ASSESSMENT**

**Jury Review**
Industry professionals review student work at the end of each semester in a public forum of critique and feedback. The reviews are attended by department administration and selected faculty, and their purpose is to provide direct feedback to the students for project improvement, as well as to provide an informal assessment of class performance, project success, and faculty effectiveness. Results are analyzed, issues are identified, and changes made appropriately to insure continuous improvement.

**Faculty Critique**
Students receive regular and on-going feedback by faculty to coach and monitor throughout the semester. This in-class assessment provides students an opportunity for continuous improvement of their projects during the development process.

**Peer Feedback**
Class critique and small group reviews in studios provide students with direct peer feedback on their work, and assist students in developing standards of critical judgment.

**Course Analysis**
The Annual Student Exhibition provides a benchmark for faculty and administration to holistically evaluate the curriculum sequence, discuss specific projects, compare results, and make adjustments or improvements to the curriculum as necessary.
Milestone Assessment

Portfolio Review
Students produce a Progress Portfolio at the end of their 2nd year of study to document their progress and act as a gatekeeper for upper division studios. The review process is used to record, analyze, and communicate the results of each evaluation to both faculty and students. Students are assessed on key learning outcomes that are derived from NASAD and CIDA standards. Results are used to assist students with project improvement, and to communicate any systemic curricular issues in the lower division sequence.

Milestone Self-Assessment
Students are routinely asked to evaluate their performance and progress in both survey, and reflective narratives at key points in the program. Chief advantages of this process are metacognition, and reflection toward improvement to produce high quality designs independently. (See Progress Portfolio Self-Evaluation)
- Progress Portfolio – to assess their experience-to-date and evaluate their readiness for upper division studios

SUMMATIVE ASSESSMENT

Program Accreditation
The program, including a review of student learning outcomes is evaluated through a comprehensive subject-specific self-study produced for the National Association of Schools of Art and Design. The process provides an opportunity to holistically assess the program from multiple perspectives and make any necessary improvements in policies, procedures, curriculum, or staff.

Capstone Assessment
- IA 482 Senior Project Seminar – For the preparation of the students’ entry into the senior project capstone project, students must successfully complete the Senior Project Seminar. Since the main objective of this course is for students to develop a proposal worthy of a senior project. In the future there are plans to develop an assessment rubric that allows faculty not teaching the course the ability to assess the senior projects. This would provide an assessment tool of the program. Allowing faculty the opportunity to see what projects students are developing provides and insight into the programs strengths and weaknesses.

- IA 483 Senior Capstone Projects – Seniors develop a comprehensive project during their final semester in the program. Students present their projects in a public forum attended by outside professionals, and faculty member from the School of Architecture and the Interior Architecture Department. The IA department is developing further opportunities for project assessments. Developing a review of the projects during the week prior to
commencement by the faculty without the students present can provide an opportunity to evaluate overall strengths and weaknesses of the curriculum

**Capstone Self-Assessment**

Needs development
### Interior Architecture Program Learning Outcomes
Rubric for Assessing the quality of Academic Program Learning Outcomes

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Initial</th>
<th>Emerging</th>
<th>Developed</th>
<th>Highly Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive list</strong></td>
<td></td>
<td></td>
<td>The list is a well-organized set of reasonable outcomes that focus on the key knowledge, skills, and values students learn in the program. It includes relevant institution-wide outcomes (e.g. communication or critical thinking skills.) Outcomes are appropriate for the level; national disciplinary standards have been considered.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessable Outcomes</strong></td>
<td></td>
<td>Most of the outcomes indicate how students demonstrate their learning.</td>
<td>Each outcome describes how students can demonstrate learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Alignment</strong></td>
<td></td>
<td></td>
<td>The curriculum is designed to provide opportunities for students to learn and to develop increasing sophistication with respect to each outcome. This design is summarized in the IA curriculum map.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Planning</strong></td>
<td></td>
<td></td>
<td>The program has a reasonable, multi-year assessment plan that identifies when each outcome will be assessed. The plan may explicitly include analysis and implementation of improvements.</td>
<td></td>
</tr>
<tr>
<td><strong>The Student Experience</strong></td>
<td></td>
<td>Students have some knowledge of program outcomes. Communication is occasional and informal left to individual faculty or advisors.</td>
<td>Students have a good grasp of program outcomes. They may use them to guide their own learning. Outcomes are included in most syllabi and are readily available in the catalog, on the web page, and elsewhere.</td>
<td></td>
</tr>
</tbody>
</table>
Explanatory Notes:

**Comprehensive List**
All courses in the IA curriculum have a comprehensive list of learning outcomes. However, continued refinement between the different spheres of educational expectations is needed. Coordinating and cross-referencing expectations at the university level, school level, department level, and professional accrediting bodies will require practical application to bring the comprehensive list of learning outcomes to the level of “highly developed.”

**Assessable Outcomes**
Though the list of learning outcomes is comprehensive, the development of assessable outcomes needs more intentionality and coordination back to the learning outcomes the assessable outcomes will evaluate.

**Alignment**
The curricular design has established increasing levels of mastery in the subject matter though in the past, there were three levels of increasing mastery; a fourth level has been added. With the addition of the fourth level, continued review of this new level will reveal a realignment of the differing levels.

**Assessment Planning**
A plan and schedule has been developed but it may be too ambitious. Implementation of more rigorous and intentional attempt at the assessment schedule over the upcoming year will determine if the schedule is reasonable.

**The Student Experience**
With the heavy reliance on adjunct faculty, some of the course works’ relationship to the program outcomes requires better communication.
<table>
<thead>
<tr>
<th>University Principles</th>
<th>Interior Architecture Learning Outcomes</th>
<th>CIDA Standards</th>
<th>IA courses responding to LO and Standards</th>
</tr>
</thead>
</table>
| Innovation and Creativity | LO-1 – Critical Inquiry  
LO-3 – Experiential Consideration | CIDA Standard 3  
CIDA Standard 4  
CIDA Standard 8  
CIDA Standard 9  
CIDA Standard 10  
CIDA Standard 11 | FOUN 102  
IARC 103  
IARC 105  
IARC 106  
IARC 165  
IARC 207  
IARC 252  
IARC 482 | |
| Creativity suggest that one is a maker of knowledge, goods, concepts and not just a receiver of them. Innovation suggests that what one makes is new and forward-looking. We foster the values of innovation and creativity in all members of our community. |  |  |  |
| Communication | LO-1 – Critical Inquiry  
LO-2 – Social and Cultural Consideration  
LO-3 – Experiential Consideration  
LO-4 – Technical Consideration | CIDA Standard 2  
CIDA Standard 4  
CIDA Standard 5  
CIDA Standard 6  
CIDA Standard 7  
CIDA Standard 8  
CIDA Standard 13 | WRT 111  
IARC 106  
IARC 111  
IARC 207  
IARC 252  
IARC 256  
IARC 258  
IARC 482  
IARC 105  |
| The diversity of forms communications occurs has swelled; as have the people and places with which one communicates. In addition to expanding media, communication types have expanded and given heightened importance to visual, physical, written and oral communication. |  |  |  |
| Transdisciplinarity | LO-1 – Critical Inquiry  
LO-2 – Social and Cultural Consideration | CIDA Standard | INTD 1  
FOUN 104  
IARC 164  
IARC 265  
IARC 366 |
| Transdisciplinarity understands the interdependence of all knowledge widening the forms of knowing to include emotional intelligences, intuition, and physical knowing. It recognizes the importance of collaboration among disciplines to solve complex problems. We believe that collaboration of people each able to make a unique contribution is important. |  |  |  |
| Social Responsibility | LO-1 – Critical Inquiry  
LO-2 – Social and Cultural Consideration  
LO-4 – Technical Consideration | CIDA Standard 2  
CIDA Standard 3  
CIDA Standard 5  
CIDA Standard 7  
CIDA Standard 8  
CIDA Standard 12  
CIDA Standard 13 | IARC 105  
IARC 252  
IARC 256  
IARC 258  
IARC 328  
IARC 366  
IARC 451  
IARC 483  
PSYC 312 |
| Social responsibility no longer is an option for the educated. At base, social responsibility implies a respect for the planet, a respect for its people and the environment. It asserts that all action has impact on the planet and that understanding that impact and accepting responsibility for one’s actions is the moral and ethical condition for the educated global citizen. Civic engagement had come to embrace principles of sustainability as well as social justice. Members of our community will be socially responsible. |  |  |  |
| Integrated Student | LO-1 – Critical Inquiry | CIDA Standard 2  
CIDA Standard 3  
CIDA Standard 5  
CIDA Standard 6  
CIDA Standard 7 | FOUN 101  
RE/DES  
FOUN 102  
PSYC 200  
FOUN 103  
PSYC 312  
FOUN 104  
ARTH  
IARC 105  
IARC 482  
ELEC  
IARC 483  
Social Science  
Humanities  
INTD 1  
ELEC |
| Woodbury University finds it more important than ever to assure that the aspects of a student’s personal and professional life are fully integrated. What one do as a professional is an outgrowth of what one will become as a person. |  |  |  |
Interior Architecture Learning Outcomes

1. Critical inquiry into the design, building and inhabitation of the interior environment
   Students gain the ability to engage in the analysis, understanding and development of the built interior environment as a viable object of critical inquiry evidenced through design and research processes, written communication, proficient and multivalent visual communication, quantitative analysis and historical research.

2. Social and cultural considerations of space
   Students gain the ability to analyze, understand, critique and develop space as a social and cultural construction as evidenced in the development of programmatic, behavioral, ethical and collaborative strategies for the built environment within different scalar contexts and different professional settings.

3. Sensual experiences of space communicating and eliciting human response to the physical environment
   Students gain the ability to analyze, understand, critique and develop interior spaces that elicit human response through the manipulation and enhancement of the sensual as evidenced through the design of interior environments that illustrate and elicit experiential responses.

4. Technical considerations of space
   Students gain the ability to analyze, understand, critique and develop interior spaces through the techniques of innovative building processes as evidenced through quantitative reasoning, systems integration, and production expertise.

CIDA Student Outcome Standards

**CIDA Standard 2 – Global Context for Design**
Designers have a global view and weigh design decisions within the parameters of ecological, social-economic, and cultural values.

**CIDA Standard 3 – Human Behavior**
The work of interior designers is informed by knowledge of behavioral science and human factors.

**CIDA Standard 4 – Design Process**
Designers apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generative solutions that support human behavior within interior spaces.

**CIDA Standard 5 – Collaboration**
Designers engage in multidisciplinary collaborations and census building.

**CIDA Standard 6 – Communication**
Designers communicate effectively.

**CIDA Standard 7 – Professionalism and Business Practice**
Designers use ethical standards of practice, are committed to professional development, and understand the value of their contribution to the built environment.

**CIDA Standard 8 – History**
Designers apply knowledge of interiors, architecture, art and the decorative arts within a historical and cultural context.

**CIDA Standard 9 – Space and Form**
Designers apply the theories of two- and three-D design, and spatial definition and organization.

**CIDA Standard 10 – Color and Light**
Designers apply principles and theories of color and light.

**CIDA Standard 11 – FF&E and Finish Materials**
Designers select and specify FF&E and finish materials in interior space.

**CIDA Standard 12 – Environmental Systems and Controls**
Designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare and performance of building occupants.

**CIDA Standard 13 – Interior Construction and Building Systems**
Designers have knowledge of interior construction and building systems.
### IA Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical inquiry into the design, building, and inhabitation of interior environments</td>
<td>Students gain the ability to engage in the analysis, understanding and development of the built interior environment as a viable object of critical inquiry evidenced through design and research processes, written communication, proficient and multivalent visual communication, quantitative analysis and historical research.</td>
</tr>
<tr>
<td>2. Social and cultural considerations of space</td>
<td>Students gain the ability to analyze, understand, critique and develop space as a social and cultural construction as evidenced in the development of programmatic, behavioral, ethical and collaborative strategies for the built environment within different scalar contexts and different professional settings.</td>
</tr>
<tr>
<td>3. Sensual experiences communicating and eliciting human responses to interior environments</td>
<td>Students gain the ability to analyze, understand, critique and develop interior spaces that elicit human response through manipulation and enhancement of the sensual as evidenced through the design of interior environments that illustrate and elicit experiential responses.</td>
</tr>
<tr>
<td>4. Technical Considerations of Space</td>
<td>Students gain the ability to analyze, understand, critique and develop interior spaces through the techniques of innovative building processes as evidenced through quantitative reasoning, systems integration, and production expertise.</td>
</tr>
</tbody>
</table>

### IA Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FO101</td>
<td>Beginning Drawing</td>
</tr>
<tr>
<td>FO102</td>
<td>Design &amp; Color 1</td>
</tr>
<tr>
<td>FO103</td>
<td>Design &amp; Color 2</td>
</tr>
<tr>
<td>FO104</td>
<td>Drawing &amp; Comp.</td>
</tr>
<tr>
<td>IA 105</td>
<td>Studio 1: 3-D Design 1</td>
</tr>
<tr>
<td>IA 106</td>
<td>Studio 2: 3-D Design 2</td>
</tr>
<tr>
<td>IA 111</td>
<td>Digital Communication</td>
</tr>
<tr>
<td>IA 164</td>
<td>IA History 1</td>
</tr>
<tr>
<td>IA 207</td>
<td>Studio 3: IA elements</td>
</tr>
<tr>
<td>IA 252</td>
<td>Space Planning</td>
</tr>
<tr>
<td>IA 256</td>
<td>Materials and Furnishings</td>
</tr>
<tr>
<td>IA 258</td>
<td>Building Systems &amp; Codes</td>
</tr>
<tr>
<td>IA 259</td>
<td>Tectonics 1: Material Logic</td>
</tr>
<tr>
<td>IA 265</td>
<td>IA History 2</td>
</tr>
<tr>
<td>IA 282</td>
<td>Studio 4: Branding &amp; Identity</td>
</tr>
<tr>
<td>FN 2</td>
<td>Art History</td>
</tr>
<tr>
<td>IA 363</td>
<td>Studio 5: Dwelling &amp; Culture</td>
</tr>
<tr>
<td>IA 366</td>
<td>Cont. IA History &amp; Theories</td>
</tr>
<tr>
<td>IA 368</td>
<td>Tectonics 2: Detail Design</td>
</tr>
<tr>
<td>IA 369</td>
<td>Lighting Design</td>
</tr>
<tr>
<td>IA 382</td>
<td>Studio 6: Community &amp; Typology</td>
</tr>
<tr>
<td>IA 454</td>
<td>Construction Documents</td>
</tr>
<tr>
<td>IA 480</td>
<td>Studio 7: Narration &amp; Media</td>
</tr>
<tr>
<td>IA 482</td>
<td>Senior Project Seminar</td>
</tr>
<tr>
<td>IA 483</td>
<td>Professional Practice</td>
</tr>
<tr>
<td>IA 483</td>
<td>Senior Project</td>
</tr>
</tbody>
</table>
**IA Learning Outcomes**

1. **Critical Inquiry into the design, building and inhabitation of interior environments**
   - Students gain the ability to engage in the analysis, understanding and development of the built interior environment as a viable object of critical inquiry evidenced through design and research processes, written communication, proficient and multivalent visual communication, quantitative analysis and historical research.

2. **Social and cultural considerations of space**
   - Students gain the ability to analyze, understand, critique and develop space as a social and cultural construction as evidenced in the development of programmatic, behavioral, ethical and collaborative strategies for the built environment within different scalar contexts and different professional settings.

3. **Sensual experiences communicating and eliciting human responses to interior environments**
   - Students gain the ability to analyze, understand, critique and develop interior spaces that elicit human response through the manipulation and enhancement of the sensual as evidenced through the design of interior environments that illustrate and elicit experiential responses.

4. **Technical Considerations of Space**
   - Students gain the ability to analyze, understand, critique and develop interior spaces through the techniques of innovative building processes as evidenced through quantitative reasoning, systems integration, and production expertise.

---

**IA Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Level</th>
<th>Assessment</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>FO101</td>
<td>Beginning Drawing</td>
<td>A</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>FO102</td>
<td>Design &amp; Color 1</td>
<td>A</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>FO103</td>
<td>Design &amp; Color 2</td>
<td>A</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>FO104</td>
<td>Drawing &amp; Comp.</td>
<td>A</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>FO105</td>
<td>Studio 1: 3D Design 1</td>
<td>B</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>FO106</td>
<td>Studio 2: 3D Design 2</td>
<td>C</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>FO111</td>
<td>Digital Communication</td>
<td>B</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 164</td>
<td>IA History 1</td>
<td>B</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 207</td>
<td>Studio 3: IA elements</td>
<td>B</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 252</td>
<td>Space Planning</td>
<td>B</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 256</td>
<td>Materials and Furnishings</td>
<td>C</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 258</td>
<td>Building Systems &amp; Codes</td>
<td>C</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 259</td>
<td>Tectonics 1: Material Logic</td>
<td>C</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 265</td>
<td>IA History 2</td>
<td>C</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 282</td>
<td>Studio 4: Branding &amp; Identity</td>
<td>C</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 363</td>
<td>Studio 5: Dwelling &amp; Culture</td>
<td>B</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 366</td>
<td>Cont. IA History &amp; Theories</td>
<td>B</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 328</td>
<td>Tectonics 2: Detail Design</td>
<td>B</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 365</td>
<td>Lighting Design</td>
<td>C</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 382</td>
<td>Studio 6: Community &amp; Typology</td>
<td>C</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 454</td>
<td>Construction Documents</td>
<td>B</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 483</td>
<td>Studio 7: Narration &amp; Media</td>
<td>B</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 482</td>
<td>Senior Project Seminar</td>
<td>A</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 451</td>
<td>Professional Practice</td>
<td>C</td>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>IA 483</td>
<td>Senior Project</td>
<td>A</td>
<td>Summative</td>
<td>Formative</td>
</tr>
</tbody>
</table>

**Assessment Levels**

- **A** Collected and Assessed Annually
- **B** Collected annually and Assessed in Spring term of odd number years
- **C** Collected annually and Assessed in Spring term of even number years

**Note:** work is assessed in courses that place high level of importance for the specific learning outcomes.
Interior Architecture Learning Outcomes for Portfolio Review and Capstone Project Assessment

1. Critical inquiry into the design, building and inhabitation of the interior environment – OA:
   Students gain the ability to engage in the analysis, understanding and development of the built interior environment as a viable object of critical inquiry evidenced through design and research processes, written communication, proficient and multivalent visual communication, quantitative analysis and historical research.

<table>
<thead>
<tr>
<th>Research</th>
<th>Mastered</th>
<th>Applied</th>
<th>Practiced</th>
<th>Introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>Mastered</td>
<td>Applied</td>
<td>Practiced</td>
<td>Introduced</td>
</tr>
<tr>
<td>Communication</td>
<td>Mastered</td>
<td>Applied</td>
<td>Practiced</td>
<td>Introduced</td>
</tr>
<tr>
<td>Quantitative Analysis</td>
<td>Mastered</td>
<td>Applied</td>
<td>Practiced</td>
<td>Introduced</td>
</tr>
<tr>
<td>Reference Proficiency</td>
<td>Mastered</td>
<td>Applied</td>
<td>Practiced</td>
<td>Introduced</td>
</tr>
</tbody>
</table>

2. Social and cultural considerations of space – OA:
   Students gain the ability to analyze, understand, critique and develop space as a social and cultural construction as evidenced in the development of programmatic, behavioral, ethical and collaborative strategies for the built environment within different scalar contexts and different professional settings.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Mastered</th>
<th>Applied</th>
<th>Practiced</th>
<th>Introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral representation</td>
<td>Mastered</td>
<td>Applied</td>
<td>Practiced</td>
<td>Introduced</td>
</tr>
<tr>
<td>Human Dimension and scale</td>
<td>Mastered</td>
<td>Applied</td>
<td>Practiced</td>
<td>Introduced</td>
</tr>
<tr>
<td>Context and Site</td>
<td>Mastered</td>
<td>Applied</td>
<td>Practiced</td>
<td>Introduced</td>
</tr>
<tr>
<td>Furniture</td>
<td>Mastered</td>
<td>Applied</td>
<td>Practiced</td>
<td>Introduced</td>
</tr>
</tbody>
</table>

3. Sense experiences of space communicating and eliciting human response to the physical environment – OA:
   Students gain the ability to analyze, understand, critique and develop interior spaces that elicit human response through the manipulation and enhancement of the sensual as evidenced through the design of interior environments that illustrate and elicit experiential responses.

   | Form and Volumer | Mastered | Applied | Practiced | Introduced |
   | Color | Mastered | Applied | Practiced | Introduced |
   | Material | Mastered | Applied | Practiced | Introduced |
   | Light | Mastered | Applied | Practiced | Introduced |

4. Technical considerations of space – OA
   Students gain the ability to analyze, understand, critique and develop interior spaces through the techniques of innovative building processes as evidenced through quantitative reasoning, systems integration, and production expertise.

   | Integration of Building systems | Mastered | Applied | Practiced | Introduced |
   | Accessibility | Mastered | Applied | Practiced | Introduced |
   | Detail Proficiency | Mastered | Applied | Practiced | Introduced |

For each Broad Category identify an overall Assessment of I, P, A, or M. Circle each subcategory.
1) **Critical Inquiry**
   a) Research as evidenced in the development of
      i) Problem Statements
      ii) Solution Statements
      iii) Concept Statements
   b) Analysis
      i) Written description of project
      ii) Process sketches
      iii) Form Generating Diagrams
      iv) Programming Diagrams
      v) Project Precedence (i.e. case studies)
   c) Graphic/Physical Communication
      i) Layout of overall portfolio
      ii) Proficiency of architectural drawings
         (1) plans
         (2) sections
         (3) elevations
         (4) paraline drawings
         (5) exploded paraline drawings
      iii) Proficiency of sketches drawings
         (1) Process sketches exploring development of form
         (2) sketches studying interior perspectives
   d) Quantitative Analysis
      i) numeric identification of proportion systems
      ii) spatial allocation charts
      iii) determination of stair tread to riser allocation
   e) Proficiency in bibliographic citation

2) **Social and Cultural Considerations of interior environments**
   a) Concept statements identifying the social and cultural relevance of the project
   b) Prototypical drawings illustrating human interaction in a given space
   c) Proficiency in use of scale as it relates to human interaction with interior space
      i) Scalar use of line weights
      ii) Scalar representation of materials
      iii) Scalar understanding of detail
   d) Site and context
   e) Proficiency in use of furniture

3) **Sensory experiences of space as it communicates design concepts**
   a) Elements, of form and volume
      i) Scale
      ii) Proportion
      iii) Rhythm
      iv) Repetition
      v) Shape
   b) Color Palette
   c) Material Palette
   d) Quality of Light

4) **Technical considerations of space**
   a) Development and integration of building systems in the design
      i) Wall
      ii) Door
      iii) Floor
      iv) Vertical Circulation
         (1) Stairs
         (2) Elevators
         (3) Ramps
   b) Accurate use of accessibility issues
      i) Aisle widths
      ii) Door strike requirements
      iii) Accessible services
         (1) Circulation
         (2) Restrooms
   c) Development of simple detail drawings illustrating
      i) Construction standards
      ii) Visible material qualities (texture, opacity, color)
      iii) Visible joining techniques