Based on a faculty meeting assessing the Interior Architecture capstone project held on May 5 2009, a group of faculty members developed a series of curricular actions. All learning outcomes that fell in the low 2’s or below were considered areas where we had opportunities for strengthening the learning outcomes of the program.

1e – **Stronger use of bibliographic proficiency**

In the category of critical thinking and design conceptualization, the students develop strong theoretical and conceptual ideas for their capstone project. However when it comes to citing their work and understanding the genealogy of their design ideas, students need more rigor. We will attempt to strengthen this aspect of their capstone project by emphasizing the use of theoretical precedence and genealogy in INAR 366 Contemporary IA History and Theory and INAR 482 Senior Seminar course.

2c – **More complex understanding of how the human form maneuvers and interacts in space**

Surprisingly the students’ capstone projects lack a persuasive integration of their knowledge of human factors of space into their projects. Earlier classes emphasize this aspect of the designed space. In INAR 252 Space Planning and design studios that follow perform behavioral mappings and intensive programming analysis. It is not that the students don’t understand this aspect of the designed interior but they are not following through with the representation of these ideas in their final project.

Many of the project’s final project manuals were not present at the review. This part of the capstone project captures this aspect of the project the best. We will re-emphasize the importance of this manual as a final project report for the capstone projects.

Lastly the PSYC 312 Environmental Psychology course may need revisiting. The course is offered sporadically and with different teachers. The approach for teaching this course varies greatly causing inconsistent integration of the subject matter into the interior architecture curriculum. Developing a course in the major may be a better approach to dealing with this issue.

2d – **Stronger understanding of site and context of the design project**

It was agreed among all participants that the students are not getting the practice or knowledge of how to analyze existing site conditions as part of their design analysis before the design begins. We will be introducing this information into a reworked earlier studio (INAR 207) so that they can continue practicing and refining their understanding of this part of the design process.
3d – Quality of light as an experiential quality of space

The experiential qualities of light are one of the hardest for students to represent. We will have the lighting designing course introduce more opportunities to practice the representation of this part of their design.

4a – Integration of building systems into the design

INAR 258 Building systems and codes has developed learning strategies that help students integrate design ideas, critical argument development and representation of building systems into a design project. This will alleviate some of the concerns in this area though it may take two years to see the results of these changes in the senior capstone project. It may be necessary to have some of this information included in the senior project manual.