

STUDENT LEARNING DATA

OVERVIEW

The IA major provides a rich learning environment where students develop the creative, critical, and analytical skills to understand environments, transform space, and design objects. Learning is cohort-based, where students across year levels research and practice Biomimicry, Biophilia, Interactive Environments, Regenerative Design, & Equitable Design. Courses prepare students to become artists and citizens capable of adapting, excelling, and learning in a highly technological, connected, and multicultural world. Central to the philosophy of student learning assessment in this program is the participation of Architects, Interior Designers, Developers, Product Designers, Contractors. In the sophomore year, students are required to participate in the Visual Arts Second Year Review process. Second & Third Year Students also submit Objects, Project Designs, & Media projects for a faculty jury show called "Design For Now," viewed by all college-wide students & faculty. By their third year, students will determine the area for more significant inquiry and research in the arts, humanities, social, life & physical sciences. During the fourth year, students produce a researched and evidence-based capstone project for their portfolio. This project is viewed on two occasions: Industry Night by professionals and BFA Show by the general public. Students graduate with a body of work and portfolio reflecting the Interior Architecture field, including research matrix, digital models, documentary film interviews, 3D models made by individual or group endeavors.

CLOSING EQUITY GAPS

In the Interior Architecture Department we are committed to working hard to close equity gaps, especially by taking an inclusive approach in teaching, addressing problems related to inequity through our yearly themes as reflected in experience studios and community outreach, and encouraging critical perspectives on the power structures within our society. In the IN333 History of Interior Architecture course we begin the conversation about world cultures by discussing the power relations between the East and the West on ethical grounds and follow the latest literature. In this course, we challenge modern architecture's established narratives as a solely Western phenomenon and situate modernism as a multiculturally formed global concept. In IN323 Community Practice and IN423 Complex Systems 1 courses, we assign students a design problem that engages with improvements in the built environment of a community. Students participate in a field trip, observe the site and the community, do research on the demographics, social and physical context of the site and come up with design solutions. For example, during 2019-2020, in the context of our theme "Migration" we went to Wenatchee, worked in touch with the Chamber of Commerce and student projects addressed the problems of the immigrant agricultural workers in the area. (See student work in Appendix 2). This year (2020-21), in the context of the theme "Collective Response", our student projects are aiming at contributing to the efforts for keeping African American population in the Central District area and relieving the impact of gentrification and displacement.

CONTINUOUS PROGRAM IMPROVEMENT

The Interior Architecture Department has been working on opening three new degrees: Object Design, Environmental Graphic Design and an AA degree in Interior Architecture. In our department, courses are revised each year to address issues and topics related to our yearly theme, which was "Migration" in the previous year and "Collective Response" this year. We created a "Collective Response Forum" in the first two weeks of the semester this year. During these two weeks, we had guest speakers from Istanbul - Turkey, from New York, Mexico and Seattle. Our speakers addressed issues related to the ways our profession responds to the current issues we are going through globally. Our first guests were Sevince Bayrak and Oral Goktas, founders of Istanbul based architecture firm SO?. They shared their globally acknowledged design projects that address disasters, health crisis and issues of inequity. Our second speaker was Pascale Sablan, 315th living African-American female licensed architect in the US. She shared her work on inclusivity and equitable design. Third speaker was Setion Branko, a local designer at NBBJ. Setion shared with us, how the industry is transforming in response to the pandemic. And, our fourth speaker was Juan Carlos Baumgartner, founder of SpAce ARchitects based in Mexico City. He shared his design projects based on his in depth research in neuroscience. We also had workshops led by IA faculty to improve student skills and engagement to start off for an exciting and productive semester.

HIGH IMPACT TEACHING AND LEARNING ACTIVITIES

The IA curriculum-modules forge collaborative learning partnerships with Microsoft Research, Institute for Systems Biology, and others to deliver real-world practice opportunities to our students & their career paths. The Experience Studio field trips allow students to be engaged with critical thinking, problem-solving, and practical applications for their region and beyond and learn to work with organizational leaders. In addition to our experience studios, field trips, hands on learning in fabrication studios, this year, we are creating dialogues with universities overseas, taking advantage of the online teaching and learning setting. We have two projects, one with the Interior Design Program at Holon Institute of Technology and another with MEF University in Turkey. The outcome of the project with MEF University will be an online booklet, which will be shared in a link when finalized in January 2021. These dialogues and projects address many of our program level learning outcomes as well as course learning outcomes including: Create distinct visual expression, grounded in a sophisticated historic and contemporary knowledge of composition, form, style, media and materials; Explore human-centered design in space, time & built-environments for activities & well-being; Articulate architecture history practice to new methods; including culture, region, & sensitivity for social responsibility & ethics; Integrate the use of emerging technologies through professional practice.