**Annual Assessment Report for 2021-2022 AY**

**Interior Design Program**

Department/Program: Art, Design and Art History/Interior Design

Degree: Interior Design B.A.

Assessment Coordinator: Silvana Polgar

1. Please list the learning outcomes you assessed this year.

PLO 1 – SLO 4: Identify concept of color theory and their applications to a variety of environments in relationship to the human response.

PLO 2 – SLO 3: Demonstrate critical thinking by applying all the phases (specific steps) of the design process and present a design solution.

1. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

ID 138 is the fifth sequential studio course out of eight studio courses in the Interior Design program. It offers students a scaffold for the Capstone class. In Spring 2022 the ID 138 students worked on only one assignment, given the size and complexity of the project. Students were asked to design from scratch a 10,000 sq/ft community library combined with 10,000 sq/ft of affordable housing in the Fresno area. The eighteen students in the class were divided into teams of two or three students. Each member of the team was responsible for contributing and helping with the coordination and consistency of the team-work. Each member of the team was supposed to receive an individual grade but that changed when, at the end of the semester, each student submitted a file with individual work and teamwork. The files showed consistent quality and amount of work among students on each team. This resulted in the assignment of the same grade to students who worked on the same team.

Students selected and justified the selection of the project site, researched the many aspects of the project, mostly based on human centered design and previously discussed topics in the class. Among the researched elements of the project were: demographics, socio-cultural needs of the users of the space, color psychology and color socio-cultural symbolism. Students, through their research, analysis, and case studies, created aesthetic and functional solutions and expressed creative ideas.

Students demonstrated critical thinking through all the phases of the design process (research, analysis, case studies, schematic design, development drawings, presentation drawings, working drawings, and board presentations). They also considered human factors and cultural needs of the occupants of the space. Students’ work included awareness of the psychological human responses to the interior environments they created and expressed those responses throughout the phases of design. Students included research and appropriate application of colors to various areas and functions to achieve positive human responses.

In addition, presentation drawings, colors schemes, materials, furniture, and light fixtures were organized on two 18”x24” presentation posters. Students ultimately were able, through the design process, to present creative, aesthetic, functional, and human-centered design solutions. They were able to identify concepts of color theory applicable to a variety of areas of the project, as for example, the children’s area. The engagement between students and Fresno County librarians, who participated at student presentations and offered constructive critiques, helped in the outcome of the finalized project.

The project was assessed by using a four point analytical rubric with multiple assessment criteria. To each criteria corresponded four different levels of achievement scored from 1 to 4: Exemplary corresponded to a score of 4; Developed/Proficient corresponded to a score of 3; Developing corresponded to a score of 2; and Beginning corresponded to a score of 1. The Criteria/Rubric and the project assignment may be viewed at the end of this report.

1. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

There were 18 students enrolled in the class. Each team of two or three students was evaluated for the collaborative work they presented as a team. Student individual work was consistent in quality with the other members of the same team. Therefore, students in each team received the same grade even though, at the beginning of the projects, the provisional grade was an individual grade. Although there was a difference in the qualitative and quantitative work presented by each team, in the final analysis, students work scored 3 if designated as Proficient, and scored 4, if designated as Exemplary. No student team scored 2 (Developing) or 1 ( Beginning). In terms of percentage: 77.8% of students (fourteen students: Four teams of three students and one team of two students) were designated Proficient on both criteria (critical thinking and color theory) shown on the Rubric, and 22.2% of students (four students: Two teams of two students) were designated Exemplary on both criteria (critical thinking and color theory) shown on the Rubric; there were 0% of students whose work was designated Developing and 0% of students whose work was designated Beginning.

The Interior Design program exceeded the expectation for the SLO benchmark of achieving 80% student proficiency, because the 77.8% of students who attained proficiency was added to the 22.2% students who performed exemplary work (with corresponding scores of 3 and 4 respectively), for a total of 100% proficiency.

1. What changes, if any, do you recommend based on the assessment data?

Every effort has been made to align the SOAP SLOs with the 2021-2022 library mixed-use project and rubric. The resulting data were positive for 2021-2022. I recommend no changes. Students enjoyed the engagement with the County Librarians and showed genuine interest in the project. Their research, first phase of the design process, ranged from good to outstanding and offered students a good basis on which to build their projects. ID 138 will not be taught in fall 2022, because it is offered only in the spring. Project(s) may differ from year to year for ID 138. Next year a different course will be assessed.

1. If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.

N/A

1. What assessment activities will you be conducting during the next academic year?

Next year’s assessment activities will be related to the ID 149S course:

PLO 1 SLO 5: Apply knowledge of the theory of natural and artificial lighting for various environments.

PLO 2 SLO 4: Identify symbolic, psychological and cultural effects associated

with color and its creative expressions and application. Students will

understand the symbolic, psychological and cultural aspects of color

related to creative expression and application.

Direct Measures:

1. Written research, analysis, and case studies
2. Schematic design

Indirect Measures:

1. Assignment of grades
2. Class discussions

Evaluation Method: Rubric

The following is the Rubric (and multi-criteria) used to assess the assignment (Library Mix-Use project):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Exemplary**  **4** | **Developed/Proficient**  **3** | **Developing**  **2** | **Beginning**  **1** |
| Critical thinking through the design process phases | Demonstrated  critical thinking by applying and showing all the phases (specific steps) of the design process.  Expressed four or more creative ideas through the phases of the design process.  Researched and considered three cultural aspects and social needs of the occupants of the project during the design process. | Demonstrated  critical thinking by applying and showing most of the phases (specific steps) of the design process.  Expressed three creative ideas through the design process.  Researched and considered two cultural aspects and social needs of the occupants of the project during the design process. | Applied and showed two phases (specific steps) of the design process.  Expressed one creative idea through the design process.  Researched and considered one cultural aspect and social needs of the occupants of the project during the design process. | Applied and showed one phase (one specific step) of the design process.  Expressed no creative idea through the design process.  Researched or considered no cultural aspects or social needs of the occupants of the project during the design process. |
| Color theory, applications, and human response. | Identified four appropriate color applications in different areas of the project to generate positive human responses.  Considered cultural aspects of colors to generate positive human responses in three areas of the project. | Identified three appropriate color applications in different areas of the project to generate positive human responses.  Considered cultural aspects of colors to generate positive human responses in two areas of the project. | Identified two appropriate color applications in different areas of the project to generate positive human responses.  Considered cultural aspects of colors to generate positive human responses in one area of the project | Identified one or none appropriate color applications to generate positive human responses.  Considered no cultural aspects of colors to generate positive human responses in any areas of the project. |

**ID 138 Spring 2022 - Project: Community Library Mixed-Use**

Teams of 3 students are recommended. Prepare team goals and a time schedule for the team. Each member of the team is responsible for the team- work presentation and consistency among the drawings.

**SCOPE OF THE PROJECT**

Students will conduct research, case studies, analysis and interviews and create a mixed-use, sustainable, all age community library that reflects the needs of demographics and users of the space, new trends, and flexibility (including COVID 19 and post-COVID 19 design changes). Students will engage with professional librarians throughout Fresno County.

Student teams: 3 students/team preferable (2, if it is necessary)

Grades: Individual grades. At the end of the semester, each student will submit a file showing individual work and teamwork.

Time log: Each student keeps a time log that specifies dates, work done and time used for the work. It includes group and class meetings and activities.

Location: Fresno –Research Zoning. Justify location selected for the project. Provide space for parking (include city trees), and outdoor areas must be included in the lot.

**Community Library- Mix-use Project (Rubric is at the end of document)**

Site: Select site according to zoning, the needs of the users, and transportation.

Library size: approximatevely10,000 (not to exceed 10,300) sq/ft. The 10,000 Sq/Ft size **does not** include 2 outdoor patios and other outdoor areas (parking, small garden, etc.).

Files: PDF files

Work will:

* Work on all phases of the design process and show written and graphic evidence of aesthetic and functionality.
* Identify concept of color theory and their applications to a variety of environments in relationship to the human response.
* Express creative ideas conceptually (hand sketches) and formally (graphics in posters).
* Design for the needs of demographics, users of the space and their cultural and social needs.
* Create a healthy and sustainable learning environment for the users of the space.
* Show exploration of shapes, forms, volumes, and appropriate colors. You may consider a metaphor of design and/or symbolism by using colors and shapes.
* For the space planning:
* Consider COVID 19 and post COVID-19 library design. Space short-term and long-term flexibility is important.
* Distinguish quiet areas from noisy areas.
* For the acoustic:
* Check Armstrong for appropriate acoustic of ceilings and soffits.
* Ceiling height to accommodate large ductwork: 14’6” (before acoustic soffits and suspended ceiling systems).

### [**Top 5 Library Design Trends - demcointeriors.com**](https://www.demcointeriors.com/blog/top-5-library-design-trends/)

[www.demcointeriors.com/blog/top-5-library-design](http://www.demcointeriors.com/blog/top-5-library-design)...

The following are areas and rooms to consider, however you may make a few changes, based on your research and case studies (let me know before making changes):

Entry

Circulation desk (loans desk near the main entrance)

Reference desk (information desk)

Offices (manager, administrative offices)

Work area with carts (by offices)

Storage library (file system accessed through a virtual host server)

Break room

Meeting room for 12 (flexible room – it may also be used for programs and classes for children and teens)

Conference and conference video room (larger than the meeting room)

Adult area open space

Teen area open space

Children’s area open space

The above spaces blend into each other

Periodicals

4,000 linear feet for DVDs, Video games, CDs, etc.

3,500 linear feet for books. Consider 5 shelves for the adult and 3 shelves for the children’s section

Computer workstations for adults, teens, and children – open areas

Acoustic materials

2-D and 3-D Decorative elements (place them high)

2 ADA Restrooms – all genders + 2 stalls. Staff shares the restroom with the public.

Restroom for children (1 restroom –ADA for children’s wheelchairs)

Janitor closet

Mechanical room (access from outside)

Covered reading patio - ADA

Small meditation garden – ADA

Inputs from the librarians:

* Provide a sufficient amount of shelves for books, CDs, DVDs, video games, and other media material. This is related to the library sq/ft.
* They computed that you need 3,500 linear feet for books. Consider 5 shelves for the adult shelves and 3 shelves for the children’s section.
* Consider an additional 4,000 linear feet for DVDs, Video games, CDs, etc.
* Staff shares the restroom with the public.
* In the floor plan at the Orange Cove library there are 4 stalls. According to new codes and standards at least one of the restrooms should be gender neutral – single occupant or multi stalls.

*The law –*[*Assembly Bill No. 1732*](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB1732)*– was signed was signed by California Gov. Jerry Brown in late September 2016 and states that all single-user toilet facilities in any public place must be identified as “all-gender toilet facilities” with proper signage. The bathrooms are to be used by one person, or can be used by families, senior citizens who need assistance or those who are disabled and need assistance*

* Staff needs a big work area; carts for taking-in books, returning items.
* Book drop from the exterior of the building.
* Break-room (ADA).
* The adult section should be larger (more books) than the children’s section.
* Art may be defaced.
* Moveable bookshelves should be avoided, because of earthquakes.
* Manager (not a director) and other administrative offices do not need to be big – 1 ADA.
* The center of the library is a primary space. No restrooms should be in this primary space.
* Best place for restrooms: along the exterior walls. Key is needed.
* Librarians need to be able to view the library.
* Librarians discouraged a loft area.

**Affordable Housing**

Units: As many as possible, with a minimum of two 2 bedroom units. Total area for the units: 10,000 sq/ft, of which 5,000 sq/ft will be on the first floor (add an estimated 1,800 sq/ft for the lobby, mail area, stairs, elevator, laundry facility) and 5,000 sq/ft on the second floor (add an estimated 900 sq/ft for elevator, stairs, and corridor).

Size of units: One bedroom-700 square feet, two bedrooms-900 square feet.

Location of units: First (ground) floor and second floor (above lobby and library).

Users of the space are: Seniors age 60 and over; people earning 50% or less of the area median income; one person who uses a wheelchair (1 unit will be fully accessible). There will be 33% of the units at market rating (to be rented or sold by owner to a household, without restriction of income).

Lobby areas: entry, ADA elevator, stairs, mail area with mail boxes and boxes for packages. The lobby is independent from the library’s entry.

Laundry facility for all the units. There may be one facility for all the units on the first floor, or two laundry facilities, one for each floor.

Outside covered parking above ground.

Community garden with raised planters and ADA planters

A sustainable live roof or a rooftop terrace with 1 or 2 covered areas.

Plumbing: along exterior walls, or as close as possible to exterior walls. Attention should be placed on plumbing of the second floor.

Review codes and standards.

**DELIVERABLES -- Keep everything in one file**

**DUE: March 2 (With Participation of Librarians)- Programming and diagrams**

Written research and case studies (bullet points ok)

Interview/Questionnaire – Written users’ profiles

Adjacency matrix – use AutoCAD

Bubble and boxed (block) diagrams (approx. scale 1/8”= 1’):

Six bubble diagrams with the North arrow

Minimum of three boxed diagrams with circulation and North arrow

Schematics

Design statement (Microsoft Word file)

Quick sketches/ concepts (tracing paper ok)

**DUE: March 21 - Development of schematic drawings, short specifications**

Revised boxed diagram (Scale: 1/8” =1’0”) and extemporary sketches/design concepts (2-D, 3-D)

Revised schematics and advanced schematics; fit plan – 1 combined floor and furniture plan; 4 interior elevations (let me know in advance what elevations you want to draw); 1 exterior front elevation; 1 longitudinal section, 1 cross section

Reflective Ceiling Plan ideas

Selection of materials, finishes, furniture, light fixtures, and color scheme

Doors schedule

Urban Reference Plan

Site plan - scale: 1”=20’

**DUE: April 6 (Librarians) - Final contract drawings (black and white with dimensions and notes to contractor), presentation drawings (rendered – no dimensions), and poster organization**

Present a set of contract drawings. Include site plan, housing sq/ft and library sq/ft, index of pages, and design statement on the cover page

Combined floor and furniture plan 1/8”=1’0” – Black and white for contract drawings; rendered for poster presentation)

4 Interior elevations 1/8” = 1’0” – Partially rendered for the poster – Ask me; black and white for the contract drawings

1 Exterior elevation 1/8” = 1’0” – Rendered for the poster – Ask me; black and white for the contract drawings

1 Longitudinal section 1/8”=1’0” – Rendered for the poster – Ask me; black and white for the contract drawings

1 Cross section – Rendered for the poster – Ask me; black and white for the contract drawings

Revised reflective Ceiling Plan 1/8”-1’0” – Only black and white

Site Plan- scale: 1”=20’ – Rendered – Ask me; black and white for the contract drawings

3- D Renderings: 1 exterior; 4-6 interiors

Finalized materials and furniture short specifications: Specify 3-4 materials of one area and the furniture

**DUE: May 2: 2-D and 3-D renderings; 2 posters 24”x36”** – Discuss the organization with me; the Mitton book is a good reference

The board should include:

Title – Name of the project

Google Urban Reference Plan 4”x5”

Site Plan (reduction)

Design Statement

Final rendered 2-D and 3-D drawings (floor and furniture plan, sections, elevations, perspectives -- see above list)

Furniture: Coded with the floor plan; or specify areas and rooms

Materials, finishes, color scheme(s) –Specify furniture (if applicable), areas and rooms

Light fixtures -- Specify areas and rooms

Decorative acoustic materials/panels or other elements hanging from the ceiling (acoustic mobile, acoustic light fixtures)

Note: Use similarly scaled furniture and similarly scaled light fixtures

**DUE:** **MAY 18 at 3:30 PM- (Librarians) - Final presentation of the project. The presentation is mandatory for all members of the team.**

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| **Project Rubric:** |
| 1) Project supports socio-cultural needs of the users of the space, including use of colors, through research and other phases of the design process – Percent: 0-20 |
| 2) 2-D and 3-D concepts, graphics, and design statement support the design statement and the design process-- Percent: 0-20 |
| 3) Project design process is complete (all the phases of the design process are shown, including research and graphics); all deliverables are complete – Percent: 0-20 |
| 4) Project is presented with good architectural graphics; meets deliverables; working drawings are complete -- Percent: 0-20 |
| 5) Board: Is well organized; meets deliverables; shows a sufficient number of appropriately selected materials, furniture, finishes, light fixtures, and appropriate color scheme(s) – Percent: 0-20 |
| Total: 100% |