Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list

  The current Council for Interior Design Accreditation *Professional Standards* was utilized as course completion requirements for student learning outcomes:
  1. Global Perspective for Design
     Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.
  2. Human-centered Design
     The work of interior designers is informed by knowledge of human factors and theories of human behavior related to the built environment.
  3. Design Process
     Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that optimize the human experience within the interior environment.
  4. Collaboration
     Entry-level interior designers engage in multi-disciplinary collaborations.
  5. Communication
     Entry-level interior designers are effective communicators.
  6. Professionalism and Business Practice
Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

7. History
Entry-level interior designers apply knowledge of interiors, architecture, decorative arts, and art within a historical and cultural context.

8. Space and Form
Entry-level interior designers apply elements and principles of two- and three-dimensional design.

9. Color
Entry-level interior designers apply color principles and theories.

10. Furniture, Fixtures, Equipment, and Finish Materials
Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

11. Environmental Systems
Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

12. Building Systems and Interior Construction
Entry-level interior designers have knowledge of building systems and interior construction.

13. Regulations and Guidelines
Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

- Which learning outcomes were assessed?
  See above.

- How were they assessed? (Programs must use at least one direct assessment of student learning.)
  - Professional Internships are assessed by Interior Architecture and Design Coordinator and sponsoring business entity. Specific types of work evaluated as Excellent, Satisfactory, or Unsatisfactory include Design programming, Construction Documents/Specifications, Pre-Design, Project Management, Code Research, Project Presentations and Design.
  - Studio course performance is assessed and documented in detail with reference to
    - Completion: Project completed in compliance with project statement requirements.
    - Oral presentation: Defense of project by establishing structured, clear and goal oriented corresponding relationships between program and proposed design concept.
    - Marketability: Appropriateness to environment, culture, and life-style.
    - Functionality: Innovative solutions drawn are viewed from users' point of views on functions.
    - Creativity: Originality of design and value creation.
    - Process: Conceptually innovative approaches to design problem solving not only produce design propositions but also serve as a mode of critical inquiry.
### Assessment Instrument
(e.g., survey, exit exam)

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Learning outcome(s) assessed(list by #)</th>
<th>Person responsible for instrument &amp; data collection</th>
<th>When and where will data be collected?</th>
<th>Expected Measures (results that would indicate success)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written exams</td>
<td>1,5,6,7,11,12,13</td>
<td>Course instructor</td>
<td>Each semester</td>
<td>Average grade B</td>
</tr>
<tr>
<td>Project reviews</td>
<td>1,2,3,5,4,8,9,10,11,12</td>
<td>Course instructor</td>
<td>Each semester</td>
<td>Average grade B</td>
</tr>
<tr>
<td>Research reports</td>
<td>2,5,6,7,11,12,13</td>
<td>Course instructor</td>
<td>Each semester</td>
<td>Average grade B</td>
</tr>
<tr>
<td>Internship evaluations</td>
<td>4,6,13</td>
<td>Program Coordinator</td>
<td>Upon completion</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>

- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.

The Interior Architecture Program addresses all of the following:

1. Demonstrate in-depth knowledge and skills in at least one major area. As a professional Program, in-depth knowledge of the discipline is a pre-condition to graduation and professional practice.
2. Identify the fundamental principles of the natural and health sciences, social sciences, humanities, and fine arts. Knowledge of these principles informs design processes in all design courses throughout the Program.
3. Apply the research methods and theoretical models of the natural and health sciences, social sciences, humanities, and fine arts to define, solve, and evaluate problems. The design projects require the integration of these disciplines into design research problem solving methodologies.
4. Transfer knowledge and skills gained from general and specialized studies to new settings and complex problems. Knowledge transfer and most importantly knowledge translation are essential to creative and innovative design pursued in the Program.
5. Demonstrate lifelong learning skills, including the ability to place problems in personally meaningful contexts; reflect on one's own understanding; demonstrate awareness of what needs to be learned; articulate a learning plan; and act independently on the plan, using appropriate resources. The design of the environment is predicated on continued learning and search for innovative ways to address new problems facing society. Pedagogical strategies in the Program incorporate concern for this fact.
6. Achieve success in one's chosen field or discipline, including applying persistence, motivation, interpersonal communications, leadership, goal setting, and career skills.
The success of gainfully employed graduates and the students in the Program having won over 30 national and international awards since 2013 evidence their success.

- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:

  N/A

- What was learned from the assessment results?

  2016 assessed results of the Program revealed the following:
  - modeled on industry endorsed performance expectations
  - curriculum development and improvement that evolves from an ongoing dialogue among faculty, students, and professional practitioners about the quality and direction of the Program assure educational relevance to contemporary and anticipated regional and global societal priorities
    - market-demand responsive specialized courses offered in the Program enhance the successful engagement of career building opportunities
    - current multiple expertise evident in modes of professional practice are integral to pedagogical strategies to enable students to synthesize knowledge and skills to creatively solve problems for a wide range of interior environments and for diverse groups of users
    - theoretical and philosophical foundation evident in design research and problem solving methodologies informs all student work through readings, lectures, field trips, studio dialogues and discussions
    - individualized mentoring in all design studios
    - competitive excellence is supported by a competitive admissions process that is maintained in the studio culture to enable the Program to attract highly motivated students who are determined to successfully pursue productive careers, and who demonstrate an intellectual curiosity about human needs that can be creatively addressed through design
    - the dynamic and experimental urban context of Las Vegas and the Program’s unique relationship to its industrial and artistic development
    - supportive professional community
    - international and national recognitions confirm the high quality of adjunct and faculty work through competition awards, publications in academic and professional journals, professional organizational leadership and exhibitions of work
    - support services by the Architecture Studies Library and its Information Resources
    - technology and sustainability courses
    - digital media proficiency and computational skills are integral to all work that also prepares some graduates to pursue careers in digital media and design
    - interns competent in design, research, and construction documentation
    - value producing educational experience that is structured to bridge the gap between professional practice and education
    - caliber of design studio projects that reflects the Program’s commitment to creativity and innovation while addressing real-world scenarios
    - collaboration with private sector entities that demonstrates the truly joint nature of the design profession
    - pre-assigned credibility of graduates in the market place is one of the outcomes of the Program’s productive relationships with regional and national business entities that ensure student internship opportunities, employment, and high quality adjunct faculty/visiting critics
    - seamless transition into the profession of graduates with capabilities to advance onto positions of increased responsibilities and achievement of licensure
    - pedagogy that integrates interdisciplinary practices
How did the Program respond to what was learned?

A Council for Interior Design Accreditation (CIDA) Progress Report is being prepared to be submitted by October 1, 2017, as CIDA-accredited programs are required to submit a Progress Report between site visits to maintain accredited status. The purpose of this report is to focus accredited programs on weaknesses identified during the last accreditation review in order to encourage continued program development and to strengthen compliance with CIDA Standards. Course contents and course completion requirements were revised to address Regulations and Guidelines: Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.