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 2017 Professional Standards was utilized as course completion requirements and Knowledge Acquisition and Application for student learning outcomes:

**Standard 4. Global Context**

Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

*Intent: This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions.*

**Standard 5. Collaboration**

Interior designers collaborate and also participate in interdisciplinary teams.

*Intent: This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.*

Interior designers understand the principles and processes that define the profession and the value of interior design to society.

Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.

Standard 7. Human-Centered Design

Interior designers apply knowledge of human experience and behavior to designing the built environment.

Intent: This standard ensures that graduates identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.

Standard 8. Design Process

Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge previously acquired in the curriculum. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

Standard 9. Communication

Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Standard 10. History and Theory

Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems.

Intent: This standard ensures graduates have the knowledge base of design history and theory to inform design solutions.

Standard 11. Design Elements and Principles

Interior designers apply elements and principles of design.
Standard 12. Light and Color

Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

Standard 13. Products and Materials

Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution. Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution.

Standard 14. Environmental Systems and Comfort

Interior designers use the principles of acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments. Additionally, graduates are aware of the environmental impact of their design decisions.

Standard 15. Construction

Interior designers understand interior construction and its interrelationship with base building construction and systems.

Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

Standard 16. Regulations and Guidelines

Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This Standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.
• 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: Projects 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.

<table>
<thead>
<tr>
<th>Assessment Instrument (e.g., survey, exit exam)</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>1,2,3,5,4,5,8,9,10,11,12</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 numerous national and international awards 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?

  2017 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 was prepared and submitted on 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.

Excerpt from the Progress Report:

Section 4. Progress related to the CIDA accreditation review
Standard 2. 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.
The program was found to be in Compliance with Standard 2.
The following expectation was not achieved:
Students understand:
c) how design needs may vary in cultural and social groups with different economic means.

Please respond to the following two questions:

1. What steps has the program taken to improve the expectation listed above?

   The new AAI 450 Designed Environment and Human Behavior course was developed and introduced as a degree requirement in which students examine the complex relationships between patterns of daily human behavior as indicators of design needs. Social values and cultural dynamics in different parts of the world and differing economic contexts are examined with reference to various classes of micro and macro space as parameters for the planning and design of the physical environment, i.e., interior, architectural, urban and natural settings.

   The AAI 373 Interior Design I. studio course addresses multigenerational living emphasizing cultural, social, and economic factors bearing on design responses to specific human conditions.

   The School’s lecture series of invited international practitioners to reflect on the varying cultural and social groups with different economic means is a course requirement for all students.

   Participation in the UNLV International Study Program is encouraged.

2. How has the program evaluated the effectiveness of these steps, and what outcomes demonstrate progress toward meeting the expectation?

   In the AAI 450 course each student presents every week a project that examines cultural dynamics that deal with the complexities of human interactions within the framework of a specific social group in with varying economic resources. The presentations contain images of the environments analyzed.

   Each presentation was discussed in class and evaluated with criticism.
In the AAI 373 studio course students fully develop detailed design concepts intended to support cognitive and physical functions acknowledging value system unique to the residents of different backgrounds and within their economic means. Each project is presented to a jury, critiqued and graded.

Standard 3. 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.

The program was found to be in Compliance with Standard 3.

The following expectation was not achieved:
Student work demonstrates:
c) the ability to select, interpret, and apply appropriate anthropometric data.

Please respond to the following two questions:

1. What steps has the program taken to improve the expectation listed above?

The AAI 280, AAI 282 and AAI 373 studio courses stress universal design principles especially for those with special needs of physical and cognitive nature. The AAI 373 studio course requires the development of neuroscience informed design strategies that includes among others, the applications of anthropometric data.

2. How has the program evaluated the effectiveness of these steps, and what outcomes demonstrate progress toward meeting the expectation?

In the AAI 280, AAI 282 and AAI 373 studio courses the selection, interpretation, and application of project-relevant anthropometric data is integral to the design problem solving process. Desk critiques reinforce the process and at jury presentations problem solving outcomes are evaluated with critical feedback to each student.