Program Information:

<table>
<thead>
<tr>
<th>Program</th>
<th>Interior Architecture and Design, B.S.</th>
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<tr>
<td>Department(s)</td>
<td>School of Architecture</td>
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<tr>
<td>College</td>
<td>College of Fine Arts</td>
</tr>
<tr>
<td>Program Assessment Coordinator</td>
<td>Attila Lawrence</td>
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1. **Student Learning Outcomes for the program.** List the Student Learning Outcomes for the program. *Number for later reference.*

Upon completion of the BS program in Interior Architecture and Design, students will meet professional standards as described in the framework of interior design practice:

1. **Global Perspective for Design**
   Student work demonstrates understanding of:
   a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.
   Students understand:
   b) the implications of conducting the practice of design within a world context.
   c) how design needs may vary for a range of socio-economic stakeholders.

2. **Human Behavior**
   a) Students understand that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions.
   Student work demonstrates:
   b) the ability to appropriately apply theories of human behavior.
c) the ability to select, interpret, and apply appropriate anthropometric data.
d) the ability to appropriately apply universal design concepts.

3. Design Process
Students are able to:
a) identify and define relevant aspects of a design problem (goals, objectives, performance criteria).
b) gather, evaluate, and apply appropriate and necessary information and research findings to solve the problem (pre-design investigation).
c) synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
d) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.

4. Communication
a) Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.
Students are able to:
b) express ideas clearly in oral and written communication.
c) use sketches as a design and communication tool (ideation drawings).
d) produce competent presentation drawings across a range of appropriate media.
e) produce competent contract documents including coordinated drawings, schedules, and specifications appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related.
f) integrate oral and visual material to present ideas clearly.

5. Professionalism and Business Practice
Students understand:
a) the contributions of interior design to contemporary society.
b) various types of design practices.
c) the elements of business practice (business development, financial management, strategic planning, and various forms of collaboration and integration of disciplines).
d) the elements of project management, project communication, and project delivery methods.
e) professional ethics.
6. History
a) Students understand the social, political, and physical influences affecting historical changes in design of the built environment.
b) movements and periods in interior design and furniture.
c) movements and traditions in architecture.
d) stylistic movements and periods of art.
e) Students apply historical precedent to inform design solutions.

7. Environmental Systems and Controls
Students:
a) understand the principles of natural and electrical lighting design.
b) competently select and apply luminaires and light sources.
Students understand:
c) the principles of acoustical design.
d) appropriate strategies for acoustical control.
Students understand:
e) the principles of thermal design.
f) how thermal systems impact interior design solutions.
Students understand:
g) the principles of indoor air quality.
h) how the selection and application of products and systems impact indoor air quality.

8. Interior Construction and Building Systems
Student work demonstrates understanding that design solutions affect and are impacted by:
a) structural systems and methods.
b) non-structural systems including ceilings, flooring, and interior walls.
c) distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.
d) energy, security, and building controls systems.
e) the interface of furniture with distribution and construction systems.
f) vertical circulation systems.
g) Students are able to read and interpret construction drawings and documents.
9. Regulations
Students have awareness of:
a) sustainability guidelines.
b) industry-specific regulations.
Student work demonstrates understanding of laws, codes, standards, and guidelines that impact fire and life safety, including:
c) compartmentalization: fire separation and smoke containment.
d) movement: access to the means of egress including stairwells, corridors, exitways.
e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems.
f) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.
Students apply appropriate:
g) federal, state/provincial, and local codes.
h) standards.
i) accessibility guidelines.

2. Curriculum Alignment of Student Learning Outcomes. Where is the information covered in the courses required in the program? At what developmental stage is it covered (Beginning, Middle, or End)?

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<th>Courses in program (required &amp; electives)</th>
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### 3. Methods, Instruments and Analysis

What instruments will be used over the five years? Which learning outcomes will be assessed by the instruments? Who is responsible for instrument development/validation and data collection? When and where will data be collected over the five years? How will results be reported (e.g. percentages, ranks, state or national comparisons) and what are the expected measures (results that would indicate success)?

<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>
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<tr>
<td>1. Faculty review of representative work using a rubric</td>
<td>3 and 4</td>
<td>Instructors select representative examples of high and low pass projects; Assessment Coordinator summarizes data and writes the report</td>
<td>End of every semester in day-long review</td>
<td>Passing grade must meet course completion requirements for all outcomes</td>
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2. Portfolios of design work  3 and 4  Faculty Committee reviews portfolio of each student  Prior to admission to Upper Division Studies  Approximately 70% of applicants admitted to Upper Division

3. Final Examinations  5, 6, 7 and 8  Instructor reports grades to Assessment Coordinator for inclusion in report  Fall and Spring Semesters  Approximately 80% of students earn grades C or higher

4. Analysis & Reporting. List the position(s) responsible for data analysis and report below.

The Assessment/Program Coordinator will analyze data and with input from instructors create the report.

5. Process for Program Improvement. What is your plan for reviewing and acting on your findings?

The Assessment/Program Coordinator will deliver the report to the School of Architecture faculty at the beginning of each fall semester. Follow-up meetings will be held as needed following the initial review to assist faculty members in evaluation and revising the content and pedagogy of their courses, at their discretion, to better help students achieve the learning outcomes. The Curriculum Committee will consider whether any curricular changes are indicated.