Assessment Report – 2013

Evidence collected in spring & fall 2012

Report due March 30, 2013

Directions: Please complete a form for each of the programs within your department. This form was designed to provide a format for assessment reporting and should not be used to limit the amount of information provided. Each box that is attached to each of the sections is designed to adjust to varying lengths. If you have any questions, please contact Dr. Dan Bubb at x51506 or via email.

***Email form to assessment@unlv.edu (Academic Assessment/UNLV)

Program Information:

<table>
<thead>
<tr>
<th>Program</th>
<th>Interior Architecture &amp; Design (Undergraduate)</th>
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<tbody>
<tr>
<td>Department(s)</td>
<td>School of Architecture</td>
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<tr>
<td>College</td>
<td>College of Fine Arts</td>
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<tr>
<td>Program Assessment Coordinator</td>
<td>Attila Lawrence</td>
</tr>
<tr>
<td>Report submitted by (include phone/email)</td>
<td>Attila Lawrence -- 895.0939 -- <a href="mailto:attila@unlv.nevada.edu">attila@unlv.nevada.edu</a> and David Baird</td>
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<td>Date Submitted</td>
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1. Student Learning Outcomes for the program. List the Student Learning Outcomes for the program. Number for later reference.

The Council for Interior Design Accreditation Professional Standards was utilized as course completion requirements for student performance outcomes:

1. Curriculum Structure: the curriculum is structured to facilitate advanced learning.
2. Design Fundamentals: students have a foundation in the fundamentals of design, theories of design and human behavior, and discipline-related history.
3. Interior Design: students understand and apply the knowledge, skills, processes, and theories of interior design.
6. Regulations: Students apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.
7. Business and Professional Practice: students have a foundation in business and professional practice.
8. Professional Values: the program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness.

2. Planned assessments: Methods, Instruments and Analysis. According to the Assessment Plan for this program, what were the planned assessments to be conducted during the Spring & Fall 2012 Academic Semesters?

<table>
<thead>
<tr>
<th>Assessment Instrument (e.g., survey, exit exam)</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Expected Measures (results that would indicate success)</th>
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<tr>
<td>Students apply for admission into the Upper Division of the program after completing all required courses for the first two years of the program. A faculty committee reviews each student’s application, based on the CIDA standards indicators, individual course completion requirements, and each of the following for selective admission:</td>
<td>Demonstrated competence in fundamentals of design, theories of design and human behavior, and discipline-related history.</td>
<td>Achievement of expected GPA of 3.00 or higher and comparative high scores on the other three measures resulting in overall scores of 3.00 and above.</td>
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<tr>
<td>1. Overall 3.0 GPA (40%)</td>
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<td>2. Design portfolio from studio courses required for the first two years (40%)</td>
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<td>3. Written statement (300 words) of why this major was chosen (20%)</td>
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<td>Spreadsheet analysis based on 0-4 scale with weights as noted in parentheses above for each item.</td>
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Continued individual student performance outcomes are monitored and systematically evaluated pursuant to CIDA Professional Standards based course completion requirements in the Upper Division of the program. Assessment instruments include detailed evaluations of creative/innovative design projects, examinations and active participation in courses.

| Demonstrated competence in the application of the knowledge, skills, processes, and theories of interior design | Fundamental understanding of business and professional practice. | In accordance with CIDA Council for Interior Design Accreditation Professional Standards students are able to apply/ability/able – competent entry-level skills that must be demonstrated in completed student work. Common examples of completed student work include, but are not limited to:

- Matrices
- Bubble diagrams/schematics
- Sketches/drawings
- Concept development
- Exploration of a variety of design ideas
- Design refinement
- 2 and 3-D basic creative work
- Drafting
- CAD drawings
- Perspectives
- Design proposals
- Programming documents
- Detailing and working drawings
- Business documents
- Research papers
- Completed and graded exams (with student names removed)
- Student presentations (in-person or on video) |

- Effective verbal and graphic/visual communication
- Understanding of the applications of the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.

- Development of professional values, i.e., attitudes, traits, professional responsibility, accountability, and effectiveness.
3. Results, conclusions and discoveries. What are the results of each planned assessment listed above? Is the outcome at, above, or below what was expected? What conclusions or discoveries do you draw from the results? Describe below or attach to the form.

The continuous proactive v.s. reactive assessment process is guided by the systematic review of the program’s compliance with the CIDA Council for Interior Design Accreditation Professional Standards; the program’s alignment to modes of professional practice evident in the multiple expertise of current and anticipated services that respond to social and environmental priorities; the Strategic Plan of the School of Architecture; and the Program Assessment process required by the university. Participants in the assessment process include faculty, adjunct faculty, students, alumni, practicing professionals and internship mentors.

The collected body of evidence of student and faculty productivity asserts the Interior Architecture and Design program is successfully meeting its goal of graduating socially and environmentally responsible students who are qualified to pursue advanced studies and/or make a seamless transition into the profession and possess the capabilities to advance onto positions of increased responsibilities and professional licensure.

The findings of the self-study indicate that the program is meeting Council for Interior Design Accreditation Professional Standards as follow:

The curriculum is structured to facilitate and advance student learning and follows a logical sequence within which course contents increase in degree of difficulty and significant concepts are interrelated and reinforced throughout. It provides stimuli and support for each student’s professional development through diverse sequential and progressive educational experiences. This process begins in the Lower Division Studies, where pursuits of inquiry and exposure to new ideas and creative approaches to design research problem solving methodologies comprise the individualized conduit to the comprehension of the process of design in the social and physical environment. Along this continuum, learning experiences evolve toward the more specialized areas of professional interests in Upper Division Studies.

The program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness by developing and understanding the social context and the designed environment interface that is fundamental to the professional development of designers.

Students develop a foundation in the fundamentals of design, theories of design, ‘green’ design, human behavior, and history in the Lower Division Studies. Innovative and creative approaches to design problem solving become increasingly evident as students evolve their own individualized methodological paradigms in Upper Division Studies.

Students understand and apply the knowledge, skills, processes, and theories of interior design via participation in a wide range of educational experiences through studios, lectures, seminars, etc. which are fundamental to the professional practice of interior design.
These experiences are organized around design research and problem solving methodological paradigms that are integral to a broad range of commercial, institutional and residential project types of varying scale.

The program systematically provides students exposure to a variety of communication media that facilitates and inspires experimentation with new ideas and broadens the scope of creative expression. They are encouraged to discover the best means to creatively represent and communicate products of creative processes. Applications of both traditional graphic and state-of-the-art digital media skills are required throughout the program accompanied by clearly structured and goal oriented oral and written communication to support visual presentations.

Students learn to design within the context of building systems and to specify appropriate materials and products relative to construction techniques and structural concepts. Courses in building sciences and technologies are structured to provide an in-depth survey of materials, products and construction systems which through their interrelationships constitute major influences on design. ‘Green design’ approaches provide students with a conceptual framework for the evaluation of materials that support sustainable development.

The laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public are systematically addressed throughout the curriculum. They are introduced in Lower Division Studies studios and are fully incorporated into studio projects in Upper Division Studies where they are integral to design all decisions.

Various components of the program afford educational experiences to gain skills and knowledge essential to the operational management of a business entity engaged in the practice of providing professional design services. Lower Division Studies provide a general introduction to interior design as a discipline and Upper Division Studies an in-depth examination of the various formats of contemporary professional practice. Professional internships provide for practice experience in the form of employment with design business entities.

Conclusions:

The on-going systematic and comprehensive self-study methods continue to contribute to the program’s development and improvement. Course Completion Requirements were developed with Council for Interior Design Accreditation Professional Standards in mind and were originated as a way to operationalize studio performance standards. Employers provide feedback regarding the performance of graduates from the program and internship mentors provide detailed written assessments of the performance of interns. Exchanges among administrators at the various levels of review consistently address educational quality as an ongoing topic of consideration. Student Evaluations of Instructors generate an information base relevant to the continuous improvement of instruction. The School of Architecture Self-Assessment Committee annually assesses the performance of the School relative to its mission, and the standards of its programs’ accreditation bodies.
The Interior Architecture and Design program continues to provide high quality individualized professional education that is responsive to expertise evident in current and projected modes of professional practice. Specialized courses offered in the program, i.e., residential design, corporate design, and institutional design enhance the graduates’ career opportunities to seamlessly transition into the profession with capabilities to advance onto positions of increased responsibilities and achievement of licensure. Competitive excellence supported by a competitive admissions process into Upper Division Studies is maintained in the studio culture and enables 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 students’ holistic design methodologies are enriched by the theoretical and philosophical foundation evident in student performance outcomes. Digital media proficiency in effective imaging is integral to all work. International and national recognition confirm the high quality of student and faculty work through competition awards, articles published in academic and professional journals, faculty organizational leadership, exhibits of faculty and student work, study abroad, faculty exchange experiences and employment of graduates by high-profile business entities.

4. **Use of results.** What program changes are indicated, and how will they be implemented? Include a description of who will review and act on the findings. If none, describe why changes are not needed.

See above.

5. **Progress.** Describe program changes that have been recommended in past reports. What progress has been made since the recommendation?

See above.