Annual Academic Assessment Report Cover Sheet

Program Information:

<table>
<thead>
<tr>
<th>Program Assessed</th>
<th>Interior Architecture and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Architecture</td>
</tr>
<tr>
<td>College</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Department Chair</td>
<td>David Baird (Until January 1, 2016)</td>
</tr>
<tr>
<td>Assessment Coordinator</td>
<td>Attila Lawrence</td>
</tr>
<tr>
<td>Date Submitted</td>
<td>February 28, 2015</td>
</tr>
</tbody>
</table>

Contact Person for This Report

<table>
<thead>
<tr>
<th>Name</th>
<th>Attila Lawrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>702 895 0935</td>
</tr>
<tr>
<td>Email</td>
<td>Attila Lawrence</td>
</tr>
</tbody>
</table>

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 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.) See attachments: Internship Certification and STUDENT EVALUATION template
  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>
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<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>
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<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>
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<td>Research reports</td>
<td>2, 5, 6, 7, 11, 12, 13</td>
<td>Course instructor</td>
<td>Each semester</td>
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<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
  - N/A

- What was learned from the assessment results?

Pursuant to the recent accreditation, the assessed results of the program’s self-study 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
Office of Academic Assessment

- 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?

Pursuant to the CIDA Accreditation Report, weaknesses were identified with reference to Professional Standard 14. 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.

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative.
### Interior Architecture and Design Curriculum Map (2015)

**KEY**

**B** = Beginning, **M** = Middle, **E** = End

B = outcome introduced in beginning of development, such as in introductory course

M = outcome covered in middle stages of development

E = outcome fully developed at the end of career, such as in a capstone course

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Learning Outcomes (SLO)</th>
<th>SLO 1</th>
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</table>
PROJECT: BONOBOS
Name: STUDENT NAME

AAI 373
Course Completion Requirements

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. Professional demeanor.

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.

Modernity: Application of new technologies and materials.

Process: Conceptually innovative approaches to design problem solving not only produce design propositions but also serve as a mode of critical inquiry.
Compliance with Council for Interior Design Accreditation (CIDA) Professional Standards

I. Global Perspective for Design
Interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Student Learning Expectations
Student work demonstrates understanding of:

a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.
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.

II. Human Behavior
The work of interior designers is informed by knowledge of behavioral science and human factors.

Student Learning Expectations

a) Students understand that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions.

Student work demonstrates the ability to:

b) appropriately apply theories of human behavior.
c) select, interpret, and apply appropriate anthropometric data.
d) appropriately apply universal design concepts.

III. Design Process
Interior designers 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 support human behavior within the interior environment.

Student Learning Expectations

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.

IV. Collaboration
Interior designers engage in multi-disciplinary collaborations and consensus building.
Student Learning Expectations
Students have awareness of:
a) team work structures and dynamics.
b) the nature and value of integrated design practices.

V. Communication
Interior designers are effective communicators.

Student Learning Expectations
Students are able to:
a) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.
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 a competent integrated system of contract documents including:
   - construction/demolition plans
   - power plans
   - lighting/reflected ceiling plans
   - finish plans
   - furniture, fixtures, and equipment plans
   - data/voice telecommunication plans
   - elevations, sections, and details
   - interior building specifications
   - furniture specifications
   - finish schedules
   - door schedules
   - security systems
f) integrate oral and visual material to present ideas clearly.

VI. History
Interior designers apply knowledge within a historical and cultural context.

Student Learning Expectations
Students understand:
a) the social and physical influences affecting historical changes in design of the built environment.
b) periods in interior design and furniture.
c) traditions in architecture.
d) apply historical precedent to inform design solutions.

VII. Space and Form
Interior designers apply elements and principles of two- and three-dimensional design.

Student Learning Expectations
Students effectively apply the elements and principles of design to:
a) two-dimensional design solutions.
b) three-dimensional design solutions.
c) Students are able to evaluate and communicate theories or concepts of spatial definition and organization.

VIII. Color
Interior designers apply color principles and theories.

Student Learning Expectations
Student work demonstrates understanding of:

a) color principles and theories.
b) the interaction of color with materials, texture, light, form and the impact on interior environments.
c) appropriate selection and application of color with regard to its multiple purposes.
d) applications of color effectively in all aspects of visual communication (presentations, models, etc.)

IX. Furniture, Fixtures, Equipment, and Finish Materials
Interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Student Learning Expectations
Students have awareness of:

a) a broad range of materials and products.
b) typical fabrication and installation methods, and maintenance requirements.
c) Students select and apply appropriate materials and products on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life cycle cost.
d) Students are able to layout and specify furniture, fixtures, and equipment.

X. Environmental Systems and Controls
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.

Student Learning Expectations
Students understand:

a) the principles of natural and electrical lighting design.
b) competent selection and application of luminaires and light sources.
c) the principles of acoustical design.
d) appropriate strategies for acoustical control.
e) the principles of indoor air quality.
f) how the selection and application of products and systems impact indoor air quality.

XI. Interior Construction and Building Systems
Interior designers have knowledge of interior construction and building systems.

Student Learning Expectations
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.

Items **marked** require improvement and corresponding work may/does not meet course completion requirements

Comments:

**Note areas for improvement**

- Graphic skills continue to require significant improvement
- Good concept – needs refinement
- Display area needs development

Course Completion Requirements

- [ ] Not met
- [X] Met
- [ ] Met with strength
Internship Certification

[Business Entity Letterhead]
Attila Lawrence, Program Coordinator,
Interior Architecture and Design
UNLV School of Architecture
4505 South Maryland Parkway
Las Vegas, Nevada 89154-4018
[date]
This is to certify that UNLV Interior Architecture student

(Name)
was employed by __________________________________________________________
(Name of Business Entity)

(Type of Business)

(Dates of Employment - A minimum of 200 hours required)
During this time period, the student was primarily engaged in the following types of work:
[ ] Programming [ ] Construction Documents/Specifications
[ ] Pre-Design [ ] Project Management
[ ] Code Research [ ] Project Presentations
[ ] Design [ ] Other – Please Specify
The student’s work was: Excellent ( ) Satisfactory ( ) Unsatisfactory ( )
Please use back of this sheet for additional remarks concerning student’s aptitude.

__________________________
Supervisor’s Signature

__________________________
Supervisor’s Title