

Visiting Team Report Weber State University Spring 2015

Program Analysis Report

The Program Analysis Report was clear, concise, and well written.

Site Visit Arrangements

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The program made superb arrangements

Interviews

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Three (3) faculty were interviewed for 1 hour and 20 minutes.

Group of 4 seniors and 2 juniors Group of 1 junior and 6 sophomores Total time spent by team

35 minutes 30 minutes

1 hour and 5 minutes

Students in Practicum (IDT 2860) Students in Senior Project (IDT 4030) 30 minutes 45 minutes

Total time spent by team

1 hour and 15 minutes

The visiting team interviewed the interior design program coordinator for 35 minutes.

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The visiting team extends their appreciation to the faculty, administration, and students for providing information that assisted the team in developing a clear understanding of the program and the institution.

Notable Aspects of the Program

The interior design program at Weber State University is housed in the

The interior design program has a mission statement that describes the scope and purpose of the program. Program goals are derived from the mission statement and the curriculum is structured to achieve these goals.

Executive summary of evidence supporting the assessment:

The interior design program's mission statement clearly describes its scope and purpose while reflecting the mission of the College of Applied Science and Technology and the mission and context of Weber State University. The program provides a body of knowledge through a standards based curriculum, practical experience, professional exposure, and community outreach. Program goals and objectives are supported by a logically structured sequence of courses.

The first two years of interior design coursework focus on principles, objectives

The work of interior designers is informed by knowledge of human factors and theories of human behavior related to the

Standard

Entry bevel interior designers engage in multi besciplinary collaboration.

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Executive summary of evidence supporting the assessment:

Students engage in various multi disciplinary collaboration projects.

The program has a long standing relationship with the Professional Sales Department, and interior design students take a number of courses within this department. In Team Leadership (PS 3702) students learned about team dynamics, roles, and behaviors.

The program provides opportunities for collaboration. For the annual interdisciplinary charrette, interior design students worked with the design engineering and technology **9** 1 8 6

Entry bevel interior designers are effective communicators.

Executive summary of evidence supporting the assessment:

Students are effective communicators.

Student work reflected a variety of presentation examples, from

Entry **ke**vel interior designers apply knowledge of interiors, architecture, decorative arts, and art within a historical and cultural context.

Executive summary of evidence supporting the assessment:

Student apply knowledge of interiors, architecture, decorative arts, and art within a historical and cultural context.

Students understood the social, political, and physical influences affecting historical changes in the design of the built environment. Completed tests, research, projects, and visual reports from Historical Interiors (IDT 3010) and American and Modern Interiors (IDT 3020) evidenced students' understanding of the movements and periods in interior design and furniture. Students demonstrated understanding of the movements and traditions in architecture and stylistic movements and periods of art in exams, essays, and exercises from Historical Interiors (IDT 3010) and American and Modern Interiors (IDT 3020). At the end of the semester, each student's presentations are compiled into a large volume that identifies the various periods and styles.

Students used historical precedents in their design exploration and applied precedents to inform design solutions. A mid term assignment in Historical Interiors (ID 3020) required students to research three design movements and then incorporate the movements into one chair design. In addition to a visual presentation board and an oral presentation, students were required to build a 3 dimensional scaled model of the prototype. Students' projects from subsequent design studios continued to demonstrate application of appropriate historical precedents, as observed on concept boards and design process sketches and collages.

The following expectations contributed to the overall assessment of the Standard:

Entry bevel interior designers apply elements and principles of two agand three beimensional design.

Executive summary of evidence supporting the assessment:

Elements and principles of 2 rand 3 dimensional design are introduced and explored in the foundation courses and further explored and applied in design projects in the upper division courses.

Examples of pattern and composition, axis, focal point, balance, and symmetry were evident throughout the curriculum. Exercises and projects such as the Brielle assignment from Architectural Drafting (IDT 1050) and assignments from *The Interior Plan* (Rengel) in Design Process (IDT 2035) demonstrated students' ability to apply the elements and principles of 2 r dimensional design. In addition, student presentation boards throughout the curriculum were well composed and showed application of the elements and principles of 2 dimensional design.

Through sketches, tangible and digital massing models, mock ups, and custom designed products and artifacts, students demonstrated the ability to apply the elements and principles of 3 dimensional design. The structure project from Computer Aided Drafting and Design (IDT 2020), the commercial space project from Advanced Architectural Drafting (IDT 3080), and the charitable chair project provided further evidence of students' ability.

Design projects ranging from those in the beginning course, Introduction to Interior Design (IDT 1010), through Kitchen and Bath Design (IDT 3060), and culminating in Senior Program Development (IDT 4025) and Senior Project (IDT 4030) demonstrated students' ability to evaluate and communicate theories of spatial definition and organization. Interviews with students and discussions during the studio visits provided additional evidence.

The following expectations contributed to the overall assessment of the Standard:

Entry bevel interior designers apply color principles and theories.

Executive summary of evidence supporting the assessment:

Students apply color principles and theories.

Students were introduced to the principles, theories, and systems of color in Introduction to Interior Design (IDT 1010) through lectures, readings, and projects, and their understanding was evident in completed exams. These topics are then re introduced in the context of the interaction of color with materials, texture, light, form, and the impact on interior environments in Sustainability II: Textiles and Soft Materials (IDT 2010). Students demonstrated understanding of color principles, theories, and systems and the interaction of color with materials, texture, light, and form in subsequent design projects from Residential Design (IDT 3045), Commercial Design (IDT 4020), Senior Program Development (IDT 4025), and Senior Project (IDT 4030).

Color psychology is taught in Introduction to Interior Design (IDT 1010), and considerations of color relative to texture and pattern are discussed in lectures in Sustainability and Soft Materials (IDT 2010). In Lighting Design (IDT 3000), test questions refer to color and materials, psychological aspects of lighting and color, and color temperature and its effects on an interior space. Students' ability to select and apply color with regard to its specific purposes was evident in projects such as the shelter for battered women, the eco tourism facility, and the healthy living retirement facility from Senior Program Development (IDT 4025) and Senior Project (IDT 4030). For example, in the shelter for battered women project, students used color to create an inviting and serene environment. In the retirement facility project, students

used color to provid**E39340Tp70084dT884688003**.222/4.021Tfd08379(80/11D6T&9083Tf/27.78317402295101E3.0000183(b(exallibry)Tf///1112

Entry bevel interior designers select Furniture,

Standard 11. Furniture, Fixtures, Equipment, and Finish Materials

The following expectations contributed to the overall assessment of the Standard:

Student Learning Expectations Evidence Awareness Understanding Application $--- \uparrow \ddagger \bullet - \bullet aventum{\check{a}} = fent + ss \hat{a}$ $f \quad f \quad , \text{``} f \uparrow \quad \text{`'} f \bullet \% \Rightarrow \text{``} \hat{a}$ $f \quad f \quad , \text{``} f \uparrow \quad \text{`'} f \bullet \% \Rightarrow \text{``} \hat{a}$ $f \quad f \quad , \text{``} f \uparrow \quad \text{`'} f \bullet \% \Rightarrow \text{``} \hat{a}$ $f \quad f \quad , \text{``} f \uparrow \quad \text{``} f \bullet \% \Rightarrow \text{``} \hat{a} \Rightarrow \text{``} f \bullet f \Rightarrow \text{``} f \Rightarrow \text{``}$

Student Learning Expectations

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The following expectations contributed

The interior design program must have a sufficient number of qualified faculty members, as well as adequate administrative support and resources, to achieve program goals.

Executive summary of evidence supporting the assessment:

Faculty members are sufficient in number to implement program objectives. Four instructors share responsibility for design studio courses. Two of these instructors have passed the NCIDQ and all four instructors have degrees in interior design. Administrative support for the program shared with the construction management program.

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Program Expectations
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Program Expectations

No Yes

Based on the visiting team's evaluation of the program's compliance with CIDA Standards, how successful is the interior design program in delivering a professional **&**evel education that prepares students for entry into the interior design profession?

The interior design program at Weber State University is successful in delivering a professional level education that prepares students for entry into the interior design profession. The mandatory inclusion on Professional Sales (15 credits) contributes to the distinctiveness of the program. Additional facets of program distinction include the required internship experience and numerous Service Learning and Community engagement opportunities integrated in