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## Standard 1. Mission, Goals, and Curriculum

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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.

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  - '•æ '•' Ž ‹ f • ... ‡
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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







## Standard 3. Human Centered Design

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

Standard

# Standard 4. Design Process

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Program Expectations

No

Yes

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## Standard 5. Collaboration

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Entry level interior designers engage in multi disciplinary collaboration.

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  - '•æ '•' Ž < f • ... ‡
- 

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 majors. 106

## Standard 6. Communication

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Entry level interior designers are effective communicators.

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  - f" - ‹ f Ž '•' Ž ‹ f • ... ‡
  - '•æ '•' Ž ‹ f • ... ‡
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Executive summary of evidence supporting the assessment:

Students are effective communicators.

Student work reflected a variety of presentation examples, from



## Standard 7. Professionalism and Business Practice

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Program Expectations

No

Yes

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## Standard 8. History

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

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  - ‘•æ ‘•’ Ž ‹ f • ... ‡
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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.

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



## Standard 10. Color

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Entry level interior designers apply color principles and theories.

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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 provide a calming and relaxing environment.

# Standard 10. Color

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

Student Learning Expectations	Insufficient Evidence	Awareness	Understanding	Ability / Application
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<p>— † † • — • ä</p>				
<p>... f ’ ’ ’ ’ ’ ‹ f — † Ž ‹ <b>apply</b> † ... : Ž ‘ f • † ‹ — Š ” † % f ” †          — ‘ ‹ — • • — Ž — ‹ ‘ Ž † ‘ — ” ’ ‘ • † • ä</p>				<input checked="" type="checkbox"/>
<p>† <b>apply</b> ... ‘ Ž ‘ ” † ^ † † ... — ‹ † Ž ‹ ‹ • f Ž Ž f • † ... — • ‘ ^ ~ ‹ • — f Ž          ... ‘ • • — • ‹ ... f — ‹ ‘ • ’ ” † • † • — f — ‹ ‘ • • á • ‘ † † Ž • á † — ... ä</p>				<input checked="" type="checkbox"/>

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

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Entry level interior designers select Furniture,

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

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

Student Learning Expectations	Insufficient Evidence	Awareness	Understanding	Ability / Application
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## Standard 12. Environmental Systems

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# Standard 12. Environmental Systems

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

Student Learning Expectations	Insufficient Evidence	Awareness	Understanding	Ability / Application
<p>— † † • — • ä</p> <p>f <b>understand</b> — Š † ' ' &lt; • ... &lt; ' Ž † • ' ^ • f — — " f Ž f • † † Ž † ... — " &lt; ... f Ž Ž € % Š — &lt; • % † † • &lt; % • ä</p> <p>" ... ' • ' † — † • — Ž ) • <b>apply</b> Ž . — • f • f &lt; " † • f • † Ž &lt; % Š — • ' — " ... † • ä</p> <p>— † <b>understand</b> ä</p> <p>... — Š † ' ' &lt; • ... &lt; ' Ž † • ' ^ f † ... ' — • — &lt; ... f Ž † † • &lt; % • ä</p> <p>† f ' ' ' ' ' &lt; f — † • — " f — † % &lt; † • ^ " u f ... ' — • — &lt; ... f Ž ... ' • — " ' Ž ä</p> <p>† — Š † ' ' &lt; • ... &lt; ' Š † • • f Ž † † • &lt; % • ä</p>			  	



Standard 13. Building Systems and Interior Construction

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## Standard 14. Regulations and Guidelines

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The following expectations contributed





## Standard 16. Support and Resources

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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.

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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.





# Standard 16. Support and Resources

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## Program Expectations

No

Yes

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## Concluding Analysis

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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 level 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

Recommendation for Accreditation

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