

EXECUTIVE SUMMARY  
**WSU Interior Design Program**  
Self-Study Document, Fall 2013

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The following is a summary of the self-study document, highlighting important points. For complete information, please refer to the full, self-study document itself.

**Mission Statement:**

The Interior Design program at Weber State University, grounded in the missions of the College of Applied Science and Technology and Weber State University, provides a body of knowledge through standards-based curriculum, practical experience, professional exposure, and community outreach. The program seeks to prepare graduates to enter various avenues of a design-build network of professions with a firm knowledge of professional standards, design theory, design process, and the art of professional selling techniques through:

- 1) Curriculum that promotes the advancement of skills necessary to enter the practice of the interior design profession using critical and analytical thinking skills.
- 2) Promotion of sustainable and universal design standards.
- 3) Development of an understanding of global awareness and diversity.
- 4) Recognition of the impact of interior design on all individuals regardless of socioeconomic background or situation.
- 5) Encouraging students to develop aesthetic discernment while acknowledging the importance of protecting the health, safety and welfare of the public.

**Curriculum:** The program offers a Bachelor of Science degree in Interior Design-Technical Sales, Associates of Applied Science, an emphasis in a Bachelor of Integrated Studies, and a minor emphasis can also be earned. The IDT 1010 Introduction to Interior Design course is designated as a Creative Arts general education credit.

Curriculum changes in the last 4 years have focused on streamlining courses to be taken in sequence to aid in progression through the program and providing curriculum that will prepare students for professional practice and examination. Standards-based specialized accreditation standards from the Council for Interior Design Accreditation (CIDA) and the National Kitchen and Bath Association (NKBA) provide a basis for the design curriculum.

**Student Learning Outcomes and Assessment:** The interior design program currently has to meet and assess learning outcomes for both CIDA and NKBA. Student artifact retention of student work is conducted each semester. Ongoing self-study is conducted to assure compliance with accreditation standards. Northwest Accreditation Standards set in this self-study closely align with the specialized accreditation requirements for consistency in review.

In addition, university-wide learning outcomes for the general education courses (IDT 1010) taught are met and assessed each spring. A pre- and post-test is given each semester to assess knowledge of design concepts before and after taking a general education. In addition, key assignments, projects and exams are assessed for evidence of learning.

**Academic Advising:** Each semester, student advising is conducted by the program coordinator to aid in streamlining progress through the program and to assure skill set competency to meet pre-requisites.

**Faculty:** The interior design program has an active and engaged faculty in all three areas of professional activity, scholarship, teaching and service. All are design professionals, engage in professional organizations, and seek opportunities for continuing education experience. The program is actively engaged in service on the college level, university level and with external constituencies. Although the program currently only has one full-time tenure-track faculty member, contract faculty are highly engaged in program endeavors beyond the curriculum. The limited number of faculty and tenure-track opportunities poses a challenge for the program. With enrollment numbers staying steady in the review period despite an university- and state-wide drop in enrollment, it is hopeful that the opportunity to increase faculty will be presented.

### **Program Support:**

*Facilities:* The Dean of the College of Applied Science and Technology has been supportive of the facilities and technology needs of the program.

*Operational budget:* The Interior Design program is housed in the Sales and Service Technology Department. Operational budget is shared within the larger department. However, in the fall of 2013, the design program moved to the WSU Davis Campus. It is unknown at the time of this report the changes in operations costs for the design program.

*External support:* Because of fund raising efforts, the program has seen an increase in scholarship funds and external support. (See Appendix E)

*Travel/continuing education:* Each year, the faculty is able to attend conferences and participate in the Study Abroad program as program director and support staff.

*Salary:* Most faculty teach overload hours each semester which helps aid in salary increases. However, the base salaries of tenure-track and contract faculty are below par for the department and college and in comparison to other interior design programs within the state.

**Relations with External Community:** The interior design program has made a strong effort to reach out to the external community to provide support and partnerships with non-profit community entities such as Boys and Girls Club. These partnerships have provided a gateway for external support for the program and have increased external funding benefits.

**Student, Faculty, Contract/Adjunct Faculty and Staff Statistics:**

Interior Design Technology	2008-09	2009-10	2010-11	2011-12	2012-13
IDT Only	2,215	2,237	2,081	2,019	1,528
SST Other	14,419	12,010	12,694	12,938	13,117
<b>Student Credit Hours Total <sup>1</sup></b>	<b>16,634</b>	<b>14,247</b>	<b>14,775</b>	<b>14,957</b>	<b>14,645</b>
<b>Student FTE Total <sup>2</sup></b>	<b>554.47</b>	<b>474.90</b>	<b>492.50</b>	<b>498.57</b>	<b>488.17</b>
<b>Student Majors <sup>3</sup></b>	111	107	108	98	101
<b>Program Graduates <sup>4 (IDT only)</sup></b>					
Associate Degree	13	13	7	1	2
Bachelor Degree	11	10	8	21	9
<b>Student Demographic Profile <sup>5</sup></b>					
Female	105	94	97	85	92
Male	6	13	11	13	9
<b>Faculty FTE Total <sup>6</sup></b>	<b>21.56</b>	<b>21.51</b>	<b>21.01</b>	<b>21.82</b>	NA
Adjunct FTE*	13.18	12.57	11.21	<b>12.74</b>	NA
Contract FTE*	8.38	8.94	9.8	9.08	NA
<b>Student/Faculty Ratio <sup>7</sup></b>	<b>25.72</b>	<b>22.08</b>	<b>23.44</b>	<b>22.85</b>	NA

\*figures represent all of SST

Note: Data provided by Institution Research, also found in Appendix

### **Results of Previous Program Reviews:**

Since March 2004, the interior design technology program has undergone drastic changes including initial accreditation with the Council for Interior Design Accreditation and changing from an endorsed program to an accredited program with National Kitchen and Bath Association. In addition, in 2010, College of Applied Science and Technology chose a new program coordinator for the Interior Design program. At that time, the program philosophy changed to incorporate accreditation standards and curriculum changes to better prepare students for professional practice and examination.

During these accreditation processes beginning in 2006, the program mission and direction was reviewed and changed in order to better align with CIDA and NKBA standards, therefore some of the recommendations from the 2004 program review weren't applicable to CIDA and NKBA accreditation standards.

### **Information Regarding Current Review Team Members:**

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**Trevor Call**

Utah State University Interior Design program

Moriyama Studios