



Council
for Interior
Design
Accreditation

Visiting Team Report Weber State University Spring 2015

The Council for Interior Design Accreditation (CIDA) Visiting Team Report represents evaluation under Professional Standards 2014 of the interior design program at Weber State University leading to the Bachelor of Science in Interior Design – Technical Sales degree. No other programs at Weber State University are included in this evaluation.

Foreword

At the request of Weber State University, a Council for Interior Design Accreditation (CIDA) visiting team composed of Lisa Herriott, IIDA, LEED AP ID+C; Vini Nathan, Ph.D., IDEC; and James Landa conducted an on-site review of the interior design program on February 21-24, 2015. The following Visiting Team Report represents the team's findings. The visiting team is in unanimous agreement with the conclusions regarding CIDA Standards and the recommendation for status represented herein.

The visiting team thanks the faculty members, administration, and students for the hospitality and cooperation shown to them. It was a pleasure to meet with persons who are dedicated to interior design education.

Introductory Team Comments about the Site Visit

Program Analysis Report

1) Overall, was the Program Analysis Report well organized, complete, and accurate?

Yes

No

2) Additional comments on notable aspects of the Program Analysis Report:

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

Site Visit Arrangements

1) Were overall site visit arrangements (lodging, meeting space, meals, site visit schedule) conducive to the team's review?

Yes

No

2) Was the site visit impacted by any unexpected events or circumstances?

Yes

No

3) Other comments on notable aspects of site visit arrangements:

The program made superb arrangements regarding transportation, accommodation, and meals for the visiting team. The visiting team acknowledges the program coordinator, faculty, staff, students, and administration for their efforts to support the team's work on-site.

Student Work Display

1) Approximately how many total hours did the team spend reviewing student work?

The visiting team spent 16 hours reviewing student work.

2) Overall, was the display of student work well organized and complete?

Yes

No

Introductory Team Comments about the Site Visit

- 3) If the team requested additional evidence for any expectations, please describe or list those areas and comment on whether or not the program provided additional evidence/information as a result of the team's request.

Request	Date Requested	Did the Program Respond? (Yes/No)
Standard 7: Textbook and exams/tests from Design Seminar (IDT 2990)	2/21/2015	Yes
Identify elective courses in the curriculum	2/21/2015	Yes
Community service requirement in program: when in the curriculum and how many hours/credits?	2/21/2015	Yes
Number of campuses at Weber State University	2/21/2015	Yes
Additional explanation of Practicum (ID 2860)	2/21/2015	Yes
Lecture materials (PowerPoint, handouts, etc.)	2/21/2015	Yes
Clarify if the Charitable Chair event – occurs only in IDT 3020 and/or in four additional courses (IDT 3010, 3045, 2040, 2010)?	2/21/2015	Yes
Course work for Professional Sales (PS courses)	2/21/2015	Yes
Program monitors placement of graduates	2/21/2015	Yes
12e: Principles of thermal design	2/22/2015	Yes
12f: How thermal systems impact interior design solution	2/22/2015	Yes
13d: Energy, security, and building controls systems	2/22/2015	Yes
13f: Vertical circulation systems	2/22/2015	Yes

- 4) Other comments on notable aspects of the student work display:

The exhibit of student work was in a ballroom space on the main floor of the building where the interior design program is housed. Student work was displayed in chronological order and labeled with course numbers and names. Course materials such as syllabi, handouts, assignments, quizzes, readings, a listing of relevant CIDA Standards and other supporting information were presented in binders. Sketches, process drawings and models, and presentation drawings and models were displayed on vertical and horizontal surfaces. The visiting team was provided appropriate work space in the same display area.

Introductory Team Comments about the Site Visit

Interviews

- 1) How many faculty members and instructional personnel were interviewed and approximately how much time did the team spend conducting these interviews?

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

- 2) Approximately how many students were interviewed and how much time did the team spend conducting these interviews?

Group of 4 seniors and 2 juniors	35 minutes
Group of 1 junior and 6 sophomores	30 minutes
Total time spent by team	1 hour and 5 minutes

- 3) Approximately how many studio classes and/or student critiques were observed and how much time did the team spend on these observations?

Students in Practicum (IDT 2860)	30 minutes
Students in Senior Project (IDT 4030)	45 minutes
Total time spent by team	1 hour and 15 minutes

- 4) Approximately how much time did the team spend interviewing program/unit administrators?

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

- 5) Did the team conduct an exit interview with program faculty?

Yes
 No

- 6) Did the team conduct an exit interview with institutional administration?

Yes
 No

- 7) Additional comments about interviews:

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.

Introductory Team Comments about the Site Visit

Notable Aspects of the Program

1) What are notable and/or innovative aspects of the program's circumstances?

The interior design program at Weber State University is housed in the Department of Professional Sales, which is under the auspices of the College of Applied Science and Technology. The program has a distinct focus on professional sales and culminates in a Bachelor of Science degree in Interior Design-Technical Sales. In addition to being one of two CIDA-accredited programs in Utah, the program at is certified by the National Kitchen and Bath Association (NKBA).

The program recently moved from the main Ogden campus to a suburban, satellite campus in Davis County, which is approximately 15 miles away. The closer proximity of Davis to metropolitan Salt Lake City provides the program with increased collaborative and enrichment opportunities with the professional design community.

Weber State University has four campuses (Ogden, Davis, Morgan, Roy) and a robust online presence; instruction is provided through live as well as on-line courses. The program includes 15 credits of Professional Sales coursework and 5 credits of interior design coursework that are offered both online and live.

Standard 1. Mission, Goals, and Curriculum

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.

- Compliance
 Partial Compliance
 Non-Compliance
-

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, theories, concepts, and skill building. Design project based instruction occurs throughout the curriculum but primarily in the upper-division (junior and senior years) and within the confines of an institutional credit hour system, where a 3-credit lecture course has the same contact hours as a 3-credit lab or 3-credit studio course.

During their senior year, interior design students are required to complete an internship with a minimum of 150 clock hours for Internship Experience (IDT 4860). In addition, service learning opportunities tied to the greater Ogden and Weber State University communities are embedded in the curriculum, typically through final semester projects and when the project scope complements the specific course objectives. The curriculum also includes a mandatory community service requirement, which averages 80 clock hours per student. The interior design program curriculum has no elective courses.

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

Program Expectations	No	Yes
a) The program mission statement clearly identifies intent and purpose of the interior design program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) The program mission statement appropriately reflects institutional context and requirements for entry-level interior design practice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) Program goals are appropriate to the mission and adequately address the content and student learning required for entry-level interior design practice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) The curriculum follows a logical sequence and achieves the program mission and goals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard 2. 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.

- Compliance
 - Partial Compliance
 - Non-Compliance
-

Executive summary of evidence supporting the assessment:

Students have a global view and develop design solutions based on ecological and cultural contexts.

Sustainability II: Hard Materials (IDT 3030) includes site visits to various LEED certified buildings in the area. Following these site visits, students produced descriptive and analytical reports of their findings. Sustainability I: Soft Materials (IDT 2010) addresses textiles, including various sustainable alternative textiles and the cultural and socio-economic area where the material is produced. Senior Project (IDT 4025/4030) expands on students' research and in-depth analysis of their chosen capstone project, which requires focusing on a different cultural and socio-economic group from their own.

Tests and quizzes from In Professional Practice (IDT 3025), lectures and the textbook *Professional Practice for Interior Designers* by Piotrowski address a variety of business and organizational structures, and student learning was evident in tests and quizzes. Approximately 90% of students also participate in the study aboard program, giving them first-hand experience in new cultural environments. Upon return to campus, these students share their experiences with others. In addition, the Interdisciplinary Charrette typically has a cultural context and focus, requiring students to complete a design challenge for a specific cultural group or area.

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

Student Learning Expectations	Insufficient Evidence	Awareness	Understanding	Ability / Application
Student work demonstrates <i>understanding</i> of:				
a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students <i>understand</i> :				
b) the implications of conducting the practice of design within a world context. ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) how design needs may vary in cultural and social groups with different economic means.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Standard 2. Global Perspective for Design

Program Expectations

The interior design program provides:

- | | No | Yes |
|--|--------------------------|-------------------------------------|
| d) exposure to contemporary issues ² affecting interior design. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| e) exposure to a variety of business and organizational structures. ³ | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| f) exposure to varying group norms and dynamics. ⁴ | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| g) opportunities for developing knowledge of other cultures. ⁵ | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Standard 3. 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.

- Compliance
 - Partial Compliance
 - Non-Compliance
-

Executive summary of evidence supporting the assessment:

Student work reflects an understanding and application of universal design principles and knowledge of human factors and theories of human behavior.

Students in Design Process (IDT 2035) completed assigned textbook readings from Rengel’s *The Interior Design Plan*, and the condo project in this course addressed a variety of user profiles including the elderly, adults with children, bariatric patients, and other user groups. Projects from Residential Design (IDT 3045) and Practicum (IDT 2860) evidenced application of anthropometric data and studies, as did the Habitat for Humanity community project for a new retail store.

Student work from Practicum (IDT 2680) demonstrated application of theories of human behavior and universal design principles through a design rubric. Students’ design development process included clientele questionnaires that addressed particular needs and functional desires for the space.

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

Student Learning Expectations	Insufficient Evidence	Awareness	Understanding	Ability / Application
a) Students understand that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions. Student work demonstrates:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) the ability to appropriately apply theories of human behavior in the built environment. ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) the ability to select, interpret, and apply appropriate anthropometric data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) the ability to appropriately apply Universal Design principles. ^{2a, 2b}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard 4. 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.

- Compliance
 Partial Compliance
 Non-Compliance
-

Executive summary of evidence supporting the assessment:

Students apply all aspects of the design process to creative problem solving and are able to generate creative solutions to complex problems that support human behavior in the interior environment.

It was evident in students' course work that they followed a methodical design process. This is introduced in Design Process (IDT 2035) with a small-scale residential or office space that requires identification of goals and objectives. The design process continues to build throughout the curriculum and culminates with the senior project in Senior Program Development (IDT 4025) and Senior Project (IDT 4030). In these courses, students developed a capstone project and documented the process including initial research, pre-design, reviewing multiple design solutions, and follow through to a complete design solution. Commercial Design (IDT 4020) provides exposure to various research methodologies, which students applied to their projects based on Nussbaumer's *Evidence Based Design for Interior Designers*.

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

Student Learning Expectations	Insufficient Evidence	Awareness	Understanding	Ability / Application
Students are <i>able</i> to:				
a) identify and define relevant aspects of a design problem (goals, objectives, performance criteria).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) gather, evaluate, and apply appropriate and necessary information and research findings to solve the problem (pre-design investigation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) demonstrate creative thinking through presentation of a variety of ideas, approaches, and concepts. ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard 4. Design Process

Program Expectations	No	Yes
The interior design program includes:		
e) opportunities to solve simple to complex design problems.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f) exposure to a range of design research and problem solving methods.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g) opportunities for innovation and creative thinking.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h) opportunities to develop critical listening skills. ²	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard 5. Collaboration

Entry-level interior designers engage in multi-disciplinary collaboration.

- Compliance
 - Partial Compliance
 - Non-Compliance
-

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 to complete a design challenge in 48 hours. In Practicum (IDT 2860), students worked in teams to develop design solutions for community-based projects, such as the new Habitat for Humanity retail store. This is a program strength.

Through Internship (IDT 4860), students developed a first hand understanding of an integrated project team. During interviews, students spoke of their varied experiences with integrated teams. This is a program strength.

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

Student Learning Expectations	Insufficient Evidence	Awareness	Understanding	Ability / Application
Students have <i>awareness</i> of:				
a) team work structures and dynamics.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) the nature and value of integrated design practices. ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Program Expectations	No	Yes		
The interior design program includes learning experiences that engage students in:				
c) multi-disciplinary collaboration, leadership, and team work.	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
d) interaction with multiple disciplines representing a variety of points of view and perspectives. ²	<input type="checkbox"/>	<input checked="" type="checkbox"/>		

Standard 6. Communication

Entry-level interior designers are effective communicators.

- Compliance
 - Partial Compliance
 - Non-Compliance
-

Executive summary of evidence supporting the assessment:

Students are effective communicators.

Student work reflected a variety of presentation examples, from hand sketching to computer generated renderings and construction drawings. In Presentation Techniques (IDT 1020), students learned various techniques, including Adobe Creative Suite and SketchUp, to present their design solutions. The Interdisciplinary Charrette project required a short video component, Computer Aided Drafting and Design (IDT 2020) required application of AutoCAD, and Advanced Drafting and Design (IDT 3080) introduced Revit into a project.

Students are required to give oral presentations in Practicum (IDT 2860) and in the majority of the professional sales courses. Some of these oral presentations were in-class to peers and professors while others were to clients for the projects completed in Practicum (IDT 2860).

Students produced contract documents in a number of courses. All studio work, including work from Senior Project (IDT 4030), included development of construction drawings, schedules, and specifications as part of the final project deliverables.

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

Student Learning Expectations	Insufficient Evidence	Awareness	Understanding	Ability / Application
a) Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students are able to:				
b) express ideas clearly in oral communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) express ideas clearly in written communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) express ideas clearly through visual media (ideation drawings and sketches). ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e) produce presentation drawings across a range of appropriate media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f) produce integrated contract documents including drawings, schedules, and specifications appropriate to project size and scope. ²	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g) integrate oral and visual material to present ideas clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard 7. 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.

- Compliance
 Partial Compliance
 Non-Compliance
-

Executive summary of evidence supporting the assessment:

Students understand ethical and accepted standards of practice and the value of their contribution to the built environment. They are committed to professional development and the industry.

Design Seminar (IDT 2990) addresses a variety of firm structures, design in a contemporary society, and how interior design as a profession provides value to society. These topics are reinforced in Professional Practice (IDT 3025) through student projects, such as writing a business plan and developing a hypothetical firm comprising students. In addition, students' capstone project books from Senior Program Development (IDT 4025) and Senior Project (IDT 4030) included project management, budgets, vendor information, and product selection as directly applicable to the specific project.

The program brings in a variety of outside speakers and experts. The importance of professional ethics is introduced in Design Seminar (IDT 2990), and student understanding of ethics was demonstrated through research papers and tests from Professional Practice (IDT 3025).

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

Student Learning Expectations	Insufficient Evidence	Awareness	Understanding	Ability / Application
Students <i>understand</i> :				
a) the contributions of interior design to contemporary society.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) various types of design practices. ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) the elements of business practice (business development, financial management, strategic planning, and various forms of collaboration and integration of disciplines).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) the elements of project management, project communication, and project delivery methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) professional ethics.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Standard 7. Professionalism and Business Practice

Program Expectations

	No	Yes
f) The interior design program provides exposure to various market sectors and client types. ²	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The interior design program provides exposure to the role and value of:		
g) legal recognition for the profession.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h) professional organizations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
i) life-long learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
j) public and community service.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard 8. History

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

- Compliance
 - Partial Compliance
 - Non-Compliance
-

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:

Student Learning Expectations	Insufficient Evidence	Awareness	Understanding	Ability / Application
a) Students understand the social, political, and physical influences affecting historical changes in design of the built environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students understand movements and traditions in:				
b) interior design.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) architecture.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) furniture, decorative arts, and art.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) Students apply precedents to inform design solutions. ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard 9. Space and Form

Entry-level interior designers apply elements and principles of two- and three-dimensional design.

- Compliance
 - Partial Compliance
 - Non-Compliance
-

Executive summary of evidence supporting the assessment:

Elements and principles of 2- and 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-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:

Student Learning Expectations	Insufficient Evidence	Awareness	Understanding	Ability / Application
Students effectively apply the elements and principles of design to:				
a) two-dimensional design solutions. ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) three-dimensional design solutions. ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) Students are able to analyze and communicate theories or concepts of spatial definition and organization. ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard 10. Color

Entry-level interior designers apply color principles and theories.

- Compliance
 - Partial Compliance
 - Non-Compliance
-

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 wayfinding and orientation.

Hand and computer-generated drawings and models demonstrated students' ability to apply color effectively as a presentation tool in all aspects of visual communication.

Standard 10. Color

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

Student Learning Expectations	Insufficient Evidence	Awareness	Understanding	Ability / Application
Student work demonstrates <i>understanding</i> of:				
a) color principles, theories, and systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) the interaction of color with materials, texture, light, and form, and the impact on interior environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students:				
c) appropriately select and <i>apply</i> color with regard to its multiple purposes. ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) <i>apply</i> color effectively in all aspects of visual communication (presentations, models, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Entry-level interior designers select and specify furniture, fixtures, equipment, and finish materials in interior spaces.

- Compliance
 - Partial Compliance
 - Non-Compliance
-

Executive summary of evidence supporting the assessment:

Students select and specify furniture, fixtures, equipment, and finish materials in interior spaces.

Students learned about a broad range of materials and products in Sustainability I: Textiles and Soft Materials (IDT 2010) and the subsequent course, Sustainability II: Materials and Hard Surfaces (IDT 3030). Completed tests and quizzes from these courses provided evidence that students were aware of materials and products including typical fabrication, installation, and maintenance requirements.

Students demonstrated the ability to select and apply materials and products based on their properties and performance criteria in their design projects. For the rug design project from Sustainability I: Textiles and Soft Materials (IDT 2010), students specified yarns suitable for the wear and tear of a floor covering. In Kitchen and Bath Design (IDT 3030), students' selected finishes, such as the tile and countertops in the kitchen projects and the floor tile, shower tile, and paint for the bathroom projects, were appropriate for their specific use and location. Further evidence was found in projects from Residential Design (IDT 3045), Commercial Studio (IDT 4010), and Commercial Design (IDT 4020). For the physical therapy project from Senior Program Development (IDT 4025) and Senior Project (IDT 4030), students selected exam tables, chairs, and flooring that would support the aging users.

There was ample evidence demonstrating that students are able to layout and specify furniture, fixtures, and equipment for residential spaces in Residential Design (IDT 3045) and for non-residential interiors in Commercial Design (IDT 4010), Commercial Studio (IDT 4020), Kitchen Design (IDT 3060), and Senior Project (IDT 4030). Student binders from Kitchen and Bath Design (IND 3060) provided examples of the layout and specification of furniture, fixtures, and equipment appropriate to baths and kitchens.

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

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

Student Learning Expectations	Insufficient Evidence	Awareness	Understanding	Ability / Application
Students have <i>awareness</i> of:				
a) a broad range of materials and products.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) typical fabrication and installation methods, and maintenance requirements.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students:				
c) select and <i>apply</i> materials and products on the basis of their properties and performance criteria, including ergonomics, environmental attributes, and life cycle cost.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) are <i>able</i> to layout and specify furniture, fixtures, and equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard 12. 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.

- Compliance
 - Partial Compliance
 - Non-Compliance
-

Executive summary of evidence supporting the assessment:

Students understand that using the principles of lighting, acoustics, thermal comfort, and indoor air quality can enhance the health, safety, welfare, and performance of building occupants.

Students understood the principles of natural and artificial lighting design, as evidenced in tests from Lighting Design (IDT 3000). In addition, exercises and case studies completed in this course showed an understanding of lighting calculations for specific task and room uses.

Student work demonstrated the ability to select a variety of light sources and various applications. Residential lighting shown in projects from Residential Design (IDT 3046) and Kitchen and Bath Design (IDT 3060) demonstrated the appropriate selection of a variety of ambient and task lighting.

Sustainability II: Materials and Hard Surfaces (IDT 3030) addresses the principles of acoustical design in class lectures and discussions, and exams included questions on decibel levels and strategies for acoustical control such as ceiling, soft surfaces, and carpet.

Students understood the principles of thermal design, and the Sustainability Summit Poster Competition project from Sustainability II: Materials and Hard Surfaces (IDT 3030) provided evidence that students understood how thermal systems impact interior design solutions.

Students also learned about the principles of indoor air quality in Sustainability II: Materials and Hard Surfaces (IDT 3030). Student work for the NEWH Hostel project from this course and the residential project from Kitchen and Bath Design (IDT 3060) demonstrated understanding of the selection of paints, carpets, and products based on their impact on indoor air quality.

Standard 12. Environmental Systems

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

Student Learning Expectations	Insufficient Evidence	Awareness	Understanding	Ability / Application
Students:				
a) understand the principles of natural and electrical lighting design. ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) competently select and apply luminaires and light sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Students understand :				
c) the principles of acoustical design. ²	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) appropriate strategies for acoustical control. ³	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) the principles of thermal design. ⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f) how thermal systems impact interior design solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g) the principles of indoor air quality. ⁵	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
h) how the selection and application of products and systems impact indoor air quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Standard 13. Building Systems and Interior Construction

Entry-level interior designers have knowledge of building systems and interior construction.

- Compliance
 - Partial Compliance
 - Non-Compliance
-

Executive summary of evidence supporting the assessment:

Students have some knowledge of building systems and interior construction, although they do not have an understanding of energy, security, and building controls systems or vertical circulation systems.

Structural systems are introduced in Architectural Detailing (IDT 2040) and reinforced through senior-level courses. Students identified wall types and fire-rated walls and doors in the mall life safety project. Complete sets of contract documents illustrated the interaction between furniture and mechanical systems, such as electrical and lighting. Specifications completed in Commercial Design (IDT 4020) showed acoustical ceiling installation and luminaire integration.

Knowledge of energy use and savings was evidenced in exams from Lighting Design (IDT 3000) in exams. One project from this course included a “light ledge,” demonstrating how light can be spread to the interior of a space to decrease the daytime need for artificial lighting. There was no other evidence to evaluate student understanding that design solutions affect and are impacted by energy, security, and building controls. There was no evidence that the program addresses building security or non-lighting building controls, such as thermostat location, thermal gain, or radiant heat. Faculty and student interviews did not provide additional information when requested by the visiting team. Therefore, this is a program weakness.

Vertical circulation systems were limited to stairway illustrations. Buildings used for projects were under three stories, providing few opportunities for students to demonstrate their understanding of vertical circulation systems. Faculty interviews, student interviews, and the visiting team’s observation of studio courses did not yield additional information in support of this criterion. Students’ lack of understanding of vertical circulation systems is a program weakness.

Standard 13. Building Systems and Interior Construction

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

Student Learning Expectations	Insufficient Evidence	Awareness	Understanding	Ability / Application
Student work demonstrates <i>understanding</i> that design solutions affect and are impacted by:				
a) structural systems. ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b) non-structural systems including ceilings, flooring, and interior walls.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c) distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) energy, security, and building controls systems. ²	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) the interface of furniture with distribution and construction systems. ³	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f) vertical circulation systems. ⁴	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Students are <i>able</i> to read and interpret construction drawings and documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard 14. Regulations and Guidelines

Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

- Compliance
 - Partial Compliance
 - Non-Compliance
-

Executive summary of evidence supporting the assessment:

Students understand and use laws, codes, standards, and guidelines that impact the design of interior spaces.

In Sustainability I: Textiles and Soft Materials (IDT 2010), students learned about LEED, green building guidelines and practices, and their relationship to fibrous and soft materials. In the subsequent course, Sustainability II: Materials and Hard Surfaces (IDT 3030), students learned about installation and compliance to sustainability, codes, standards, and guidelines for hard materials. Topics related to the Green Rating System, life cycle assessments, sustainable standards, and certification programs are discussed in detail. Through exercises, tests, assignments and projects, students demonstrated not just awareness but the ability to apply sustainability guidelines and industry-specific regulations. Additional evidence was provided through the NEWH Sustainable Hospitality Design Competition, in which showcased their design skills while using the appropriate, state-of-the-art, sustainable design products and practices. Students' ability to apply sustainability guidelines is a program strength, as is their ability to apply industry specific regulations.

Students understood the laws, codes, and standards that impact fire and life safety in Architectural Detailing (IDT 2040) and Codes (IDT 2050). Weekly quizzes, tests, assignments, and the photo journal project documenting code violations in Codes (IDT 2050) and the mall life safety study in Architectural Detailing (IDT 2040) demonstrated that students understood compartmentalization, movement, detection, and suppression.

Presentation boards and documents for projects from Kitchen and Bath (IDT 3060), Residential Design (IDT 3065), Commercial Design (IDT 4020), and Senior Project (IDT 4030) included information about and application of widely accepted codes. Symbols, notes, and dimensions were illustrated on floorplans to indicate compliance. Materials, finishes, furniture, and product selections were supported with documentation regarding their compliance with appropriate performance standards. These projects also provided evidence of the application of codes, standards, and accessibility guidelines.

Standard 14. Regulations and Guidelines

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

Student Learning Expectations	Insufficient Evidence	Awareness	Understanding	Ability / Application
Students have <i>awareness</i> of:				
a) sustainability guidelines. ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) industry-specific regulations. ²	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student work demonstrates <i>understanding</i> of laws, codes, and standards that impact fire and life safety, including:				
c) compartmentalization: fire separation and smoke containment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d) movement: access to the means of egress including stairwells, corridors, exitways.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students <i>apply</i> :				
g) federal, state/provincial, and local codes. ³	??	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h) standards. ⁴	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
i) accessibility guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard 15. Assessment and Accountability

The interior design program engages in systematic program assessment contributing to ongoing program improvement. Additionally, the program must provide clear, consistent, and reliable information about its mission and requirements to the public.

- Compliance
 - Partial Compliance
 - Non-Compliance
-

Executive summary of evidence supporting the assessment:

The interior design program monitors the placement of graduates through social media platforms such as LinkedIn and through the personal contacts and efforts of the program coordinator and faculty. Alumni, professionals, and members of the Interior Design Advisory Board provide feedback for program improvement.

In fall 2013, a semester-end pin-up of all interior design courses was well-received in establishing an ongoing assessment and improvement process. The program plans to follow such a process using a regular schedule. Curricular revisions are made as necessary and follow college and university protocols for approval and adoption. In addition, the program conducts a comprehensive outcomes assessment approximately every five years as part of a college-wide Board of Regents Program Review. Changes recommended as a result of this process are considered and implemented where needed. The most recent program review was conducted in January 2014.

The program is accredited by the National Kitchen and Bath Association (NKBA), and the next NKBA re-accreditation visit is scheduled for 2017.

The program website (www.weber.edu/interiordesign) provides clear, consistent, and reliable information about its mission and requirements. Information related to course curriculum schedules, access to university catalog, student activities, advisory board members, study abroad program, faculty information, and student achievement data is provided on the website.

Standard 15. Assessment and Accountability

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

Program Expectations

	No	Yes
a) The program regularly monitors the placement of graduates and uses the information for program assessment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b) Effective and regular methods are in place to gather internal and external feedback from a variety of groups in assessing program goals. ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) Program assessment results are reflected in program improvement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d) The institution and program publish clear and consistent information about student achievement as a result of program assessment, admission policies, program philosophy, mission, goals, and course of study.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard 16. Support and Resources

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.

- Compliance
 - Partial Compliance
 - Non-Compliance
-

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.

The program coordinator is an NCIDQ certified interior designer with nine years of professional practice experience and three years of teaching experience. She has coordinated the program since 2010. She plays an important role in the recruitment, evaluation, and retention of faculty. Faculty members, students, and university administrators expressed high praise and support for the leadership provided by the program coordinator.

Students were highly complimentary of the dedicated faculty and specifically identified the professional range of the faculty experience and their access to the faculty as a significant strength of the program.

The program is housed in well planned, attractive facilities, and technological infrastructure (computers) is adequate and supports the programmatic goals. However, the program does not have a plotter, a photocopier, and adequate quality final output devices for the expected amount of student work produced. Currently available printers are of lower quality and limited by smaller-size output, therefore requiring students to print their presentation documents using commercial off-campus vendors or by sending their files to the printers on the main campus in Ogden. Students who use the Ogden printers have to then physically collect their printouts from the printing center. Student interviews confirmed that the lack of output equipment such as large format printers, plotters, and copiers (and access to the available printer) coupled with the limited building access hours posed a significant challenge. Therefore, the program does not have the appropriate equipment to support program objectives and course goals. This is a program weakness.

Students have access to a materials library/resource room that is well stocked with finish samples and materials and product information.

Standard 16. Support and Resources

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

Program Expectations	No	Yes
a) The number of faculty members and other instructional personnel is sufficient to implement program objectives. ¹	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A majority of faculty members and other instructional personnel <u>with interior design studio supervision</u> have:		
b) earned a degree in interior design.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
c) passed the complete National Council for Interior Design Qualification exam.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program coordinator:		
d) is a full-time faculty member qualified by education and experience to administer an interior design program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
e) participates in the recruitment, evaluation, and retention of program faculty and instructional personnel.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
f) Faculty members and other instructional personnel have academic or professional experience appropriate to their areas of responsibility, take steps to remain current in their areas of expertise, and collectively represent diverse points of view.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
g) The coordinator, faculty members, and other instructional personnel collaborate in developing, implementing, and modifying the program. ²	<input type="checkbox"/>	<input checked="" type="checkbox"/>
h) Clear channels of communication exist between the program and departmental or administrative unit in which it is located.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
i) The administrative unit(s) in which the program is located support(s) program goals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
j) The administrative unit(s) in which the program is located support(s) the on-going professional development of the coordinator, faculty members, and other instructional personnel.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
k) Faculty members and other instructional personnel have access to appropriate facilities and equipment for course preparation, project evaluation, administrative activities, and meetings with individuals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
l) Instructional facilities and work spaces (classrooms, offices, exhibition and critique space, etc.) are adequate to support program objectives and course goals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Standard 16. Support and Resources

Program Expectations

	No	Yes
m) Equipment is available and appropriate to support program objectives and course goals. ³	<input checked="" type="checkbox"/>	<input type="checkbox"/>
n) Students have convenient access to a comprehensive and current range of information (bound, electronic, or online) about interior design and relevant disciplines as well as product information and samples.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Concluding Analysis

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 the curriculum.

The program coordinator and faculty have embraced a process of continuous evaluation and improvement, which is evident in the many positive changes to the program. The students are articulate, passionate, and dedicated.

Recommendation for Accreditation

The visiting team has reached unanimous agreement and makes the following recommendation for accreditation status for the interior design program at Weber State University.

- Accreditation
- Denial of Accreditation (the program does not comply or partially comply with all standards)
- Interim Visit