

Five-Year Program Review  
**WSU Interior Design Program**  
Self-Study

Cover Page

Department/Program: Interior Design Program

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## A. Brief Introductory Statement

The Interior Design Technology program 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 and codes, design theory, design process, technical skills, and the art of professional selling.

The students develop their skills through architectural drawings and models, illustrations, interactive media and presentation techniques of projects as well as practical application and service-based learning opportunity projects.

The 4-year Bachelor of Science degree is accredited by the Council for Interior Design Accreditation and the National Kitchen and Bath Association.

The program also offers an Associate of Applied Science degree.

Students may also have an interior design emphasis in the Bachelor of Integrated Studies degree.

## **B. 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.

C. Curriculum

Curriculum Map ---- Bold indicates current attached Evidence of Learning rubrics for year 2012. See plan for assessment.

Core Courses in Department/Program	DEPARTMENT/PROGRAM LEARNING OUTCOMES										
	Design Theory	Professional Standards	Design Process	Technical Skills	Professional Selling Techniques	Sustainable Design standards	Universal Design standards	Global awareness	Diversity	Socioeconomic awareness	Protecting health, safety & welfare
<b>IDT 1010 Introduction to Interior Design</b>	I	--	I	--	--	I	I	--	--	--	I
<b>IDT 1020 Presentation Techniques</b>	--	--	--	U	I	--	--	--	--	--	--
<b>IDT 2010 Sustainability I: Textiles, Soft Materials</b>	C	C	--	U	--	U	--	U	--	I	U
<b>IDT 2020 Auto CAD</b>	--	--	--	U	--	--	C	--	--	--	--
IDT 2035 Design Process	C	C	C	C	--	U	C	U	U	U	C
IDT 2040 Architectural Detailing	C	--	C	U	--	C	C	--	C	C	U
IDT 2050 Codes	--	--	--	--	--	C	U	--	--	--	U
IDT 2860 Practicum	C	C	U	U	C	U	U	C	C	U	U
IDT 2990 Design seminar	I	I	U	I	--	I	I	--	I	I	I
IDT 3000 Lighting Design	C	--	U	U	--	U	I	I	I	U	U
IDT 3010 Historical Interiors	C	--	C	--	--	--	--	U	C	C	--

Core Courses in Department/Program	DEPARTMENT/PROGRAM LEARNING OUTCOMES										
	Design Theory	Professional Standards	Design Process	Technical Skills	Professional Selling Techniques	Sustainable Design standards	Universal Design standards	Global awareness	Diversity	Socioeconomic awareness	Protecting health, safety & welfare
IDT 3020 American & Modern Interiors	C	--	C	--	--	--	--	U	C	C	C
IDT 3025 Professional Practice	--	U	U	U	C	--	I	--	I	--	I

LEARNING OUTCOMES cont.											
IDT 3030 Sustainability II: Materials, Hard Surfaces & Specifications											
IDT 3040 Perspective/Rendering	--	--	--	C	I	--	--	--	--	--	--
IDT 3045 Residential Design	C	C	C	C	--	U	U	--	U	U	C
IDT 3060 Kitchen & Bath Design	C	C	C	C	--	U	C	--	C	U	C
IDT 3810 Experimental/ Revit Architecture	--	--	--	U	--	I	I	--	--	--	I
IDT 4020 Commercial Design	U	--	U	U	U	U	U	--	U	U	U
IDT 4025 Senior Project Research and Development	U	--	U	U	U	U	U	C	C	C	U
IDT 4030 Senior Project	U	--	U	U	U	U	U	C	C	C	U
IDT 4040 Portfolio Design	--	C	--	U	U	--	--	--	C	--	--
IDT 4830 Directed Readings											
IDT 4860 Internship	--	U	--	--	C	--	--	--	--	--	--
<b>SUPPORT COURSES LISTED IN PROGRAM CURRICULUM AS REQUIRED:</b>											
DGET 1340 Architectural Drafting	--	--	I	U	--	--	--	--	--	--	I
ART 1140 Color Theory **											

SST 1143 Fundamental selling techniques **											
SST 3103 Sales personalities & profiles **	--	--	--	--	U	--	--	--	--	--	--
SST 3203 Customer Service Techniques **	--	--	--	--	U	--	--	--	--	--	--
SST 3363 Sales Negotiations **	--	--	--	--	U	--	--	--	--	--	--
SST 3702 Teams Leadership **	--	--	--	--	U	--	--	--	--	--	--
SST 3903 Sales Presentations **	--	--	--	--	U	--	--	--	--	--	--

KEY:

U = Understanding

C = Competence

I = Introduced

\*\* *indicates support course in another discipline --- review specific discipline assessment review*



## D. Student Learning Outcomes and Assessment

### Measureable Learning Outcomes

At the end of their study at WSU, students in the interior design program will have completed courses and been given learning experiences that expose students to the following learning outcomes through standards-based curriculum that focuses on:

1. **Design theory** -- Students will apply theory to projects that demonstrate use of various design theories to problem solve design concepts.
2. **Professional standards** -- Students will be able to identify, analyze and apply professional standards through testing and practical application.
3. **Design process** -- Students apply the 5-phase design process through practical application of design projects.
4. **Technical skills** -- Students will utilize technical skills to create construction drawings as part the 5-phase design process.
5. **Professional selling techniques** -- Students will utilize technical skills to create construction drawings as part the 5-phase design process.
6. **Sustainable design standards** --- Students will select and specify sustainable materials, products, and practices in interior design projects.
7. **Universal design standards** --- Students will adhere to university design standards and codes in interior design projects. Students will be able to identify clearances and accessibility standards in design concepts, construction documents.
8. **Global awareness** --- Student projects will illustrate global awareness in design solutions.
9. **Diversity** --- Student projects will illustrate diversity through various design concepts that address diverse familial groups and cultures
10. **Socioeconomic awareness** --- Student projects relate to various socioeconomic issues and groups as students examine various solutions to design projects that meet socioeconomic limitations.
11. **Protecting health, safety, welfare** --- Students will be able to produce design solutions that address health, safety and welfare and will be able to identify design problems that may compromise health, safety and welfare in a space.

Plan for assessment:

<u>Year 1 (2012)</u>	<u>Year 2 (2013)</u>	<u>Year 3 (2014)</u>	<u>Year 4 (2015)</u>	<u>Year 5 (2016)</u>
IDT 1010	IDT 2035	IDT 2990	IDT 3030	IDT 4020
IDT 1020	IDT 2040	IDT 3000	IDT 3040	IDT 4025/4030
IDT 2010	IDT 2050	IDT 3010	IDT 3045	IDT 4040
IDT 2020	IDT 2860	IDT 3020	IDT 3060	IDT 4860

## **Evidence of Learning: General Education Courses**

IDT 1010 --- Introduction to Interior Design ---- Creative Arts General Education credit, beginning fall 2013.

*Note:* The IDT 1010 Introduction to Interior Design course was designated as a General Education course beginning the fall of 2013. At the time of this self-study, assessment had not begun. However, Learning Outcomes are provided for this study and data will be integrated beginning Spring 2014.

## Evidence of Learning: General Education Courses

### Creative Arts

Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Create works of art and/or increase their understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts.	<p>Measure 1: Students will be able to list the different <b>architectural styles and identify key components from the major historical periods.</b></p> <p>Measure 2: Identification of <b>elements and principles</b> of design.</p> <p>Measure 3: Students will learn the <b>Munsell color theory</b> in various assignments and projects, identifying various color schemes, variation of hue and chroma and knowledge of the color wheel</p>	<p>Measure 1: Students complete photo/architectural style search within their community and call out major characteristics that classify the historical period.</p> <p>Measure 2: Students complete assignments that identify elements and principles of interior environments.</p> <p>Measure 3: Students will be able to identify various color schemes as identified in the Munsell theory and apply them to interior design projects.</p>			Pre-testing will be conducted each spring beginning 2014 to assess a baseline knowledge and compare to post-test data to determine evidence of knowledge, understanding.
	Students will be able to implement the <b>design process</b> on an elementary level based off content in Ch. 1 text.	<p>Measure 1: Approx. 4-6 questions on exam 1.</p> <p>Measure 2: Final project design process booklet</p>			Pre-testing will be conducted each spring beginning 2014 to assess a baseline knowledge and compare to post-test data to determine evidence of knowledge, understanding.

**Evidence of Learning: General Education Courses**  
**Creative Arts**

Measurable Learning Outcome  Students will...	Method of Measurement  Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<p>Demonstrate knowledge of key themes, concepts, issues, terminology and ethical standards employed in creative arts disciplines. They will use this knowledge to analyze works of art from various traditions, time periods, and cultures.</p>	<p>Measure 1: Students will be introduced to the <b>ethical practice of the profession</b> of interior design. Students will identify and define terminology, scope and ethical standards of the industry</p> <p>Measure 2: Students will be able to identify <b>architectural styles and furnishings from various time periods and cultures</b>.</p>	<p>Measure 1a: Chapter 1 assignment on professional practice identifies terminology, scope and ethical standards. Student scores are expected to achieve a score of 85% or higher.</p> <p>Measure 1b: Exam 1 contains 3-8 questions on professional practice. Student scores are expected to achieve a score of 85% or higher.</p> <p>Measure 2a: Exam 1 contains approximately 8-10 questions regarding architectural styles. Student scores are expected to achieve a score of 85% or higher.</p> <p>Measure 2b: Architectural/furnishings styles search identifying historical styles of both. Student scores are expected to achieve a score of 85% or higher.</p> <p>Measure 2c: Final project --- students must define architectural style and influence. Student scores are expected to achieve a score of 85% or higher.</p>			<p>Pre-testing will be conducted each spring beginning 2014 to assess a baseline knowledge and compare to post-test data to determine evidence of knowledge, understanding.</p>

<p>Measure 3 Students will be able to create a design concept that features various <b>cultural influences in furnishing style.:</b></p>	<p>Measure 1: In the course final project, students must identify the cultural influence in the furnishings style of the concept. Student scores are expected to achieve a score of 85% or higher.</p>			
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## Evidence of Learning: Courses within the Major

Assessment of courses indicated on assessment plan for: (Interior Design Technology Majors ---- separate Evidence of Learning rubrics are provided for General Education students.)

### (2012) Year one:

<b>Evidence of Learning: IDT 1010 --- Introduction to Interior Design</b>						
<b>Program Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Method of Measurement</b>	<b>Acceptable Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<p><b>Students will have completed courses and been given learning experiences that expose students to:</b></p>	<p><b>Students will show learning outcomes through:</b></p>	<p><b>Direct* and Indirect Measures**</b></p>				
<p>Goal 1: <b>Design theory</b> Students will apply theory to projects that demonstrate use of various design theories to problem solve design concepts.</p>	<p>Measure 1: Students will be able to list the different architectural styles and identify key components from the major historical periods.</p> <p>Measure 2: Elements and Principles are addressed introducing the students to the fundamentals of design theory.</p>	<p>Measure 1: Students complete photo/architectural style search within their community and call out major characteristics that classify the historical period.</p> <p>Measure 2: Students complete assignments that identify elements and principles of interior environments.</p>	<p>Measures 1, 2: Student scores are expected to achieve a score of 85% or higher.</p>	<p>Layout and presentation skills show evidence of elements and principles which is a secondary outcome of the two assignments cited.</p>	<p>The majority of students achieved a score of 95-95%, exceeding the threshold.</p>	<p>No action needed.</p>

<b>Goal 2: Professional Standards</b> Students will be able to identify, analyze and apply professional standards through testing and practical application	Not applicable for this course. See Learning Outcomes Rubric	-----	-----	-----	-----	-----
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<b>Goal 3: Design process</b> Students apply the 5-phase design process through practical application of design projects	Students will be able to implement the design process on an elementary level based off content in Ch. 1 text.	Measure 1: Approx. 4-6 questions on exam 1.  Measure 2: Final project design process booklet	Exam results 85% or higher on those questions applicable to the design process.	-----	-----	-----
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<p>Goal 4: <b>Technical skills</b> Students will utilize technical skills to create construction drawings as part the 5-phase design process.</p>	<p>. Not applicable for this course. See Learning Outcomes Rubric</p>	-----	-----	-----	-----	-----
<p>Goal 5: <b>Professional selling techniques</b> Students will utilize technical skills to create construction drawings as part the 5-phase design process</p>	<p>Not applicable for this course. See Learning Outcomes Rubric</p>	-----	-----	-----	-----	-----
<p>Goal 6: <b>Sustainable design standards</b> Students will select and specify sustainable materials, products, and practices in interior design projects.</p>	<p>Students are introduced to sustainable standards based on information given in Chapter 1.</p>	<p>Measure 1: Exam 1 contains 3-5 questions based on this concept.</p> <p>Measure 2: Students should show evidence on the final course project of sustainable use of materials.</p>	<p>Measures 1, 2: Student scores are expected to achieve a score of 85% or higher</p>	<p>Student scores range from 85-100%, meeting the acceptable threshold.</p>	<p>Student scores range from 85-100%, meeting the acceptable threshold</p>	<p>No action needed.</p>
<p>Goal 7: <b>Universal design standards</b> Students will adhere to universal design standards and codes in interior design projects. Students will be able to identify clearances and accessibility standards in design concepts, construction documents.</p>	<p>Students are introduced to universal design standards in Chapter 1 of the text.</p>	<p>Measure 1: Exam 1 contains 3-5 questions on this topic.</p> <p>Measure 2: This concept is again stressed when studying the space planning chapters within the text.</p>	<p>Measure 1: On those questions applicable to this goal, exam results should be 85% or higher</p> <p>Measure 2: Scores of 85% or higher on the space planning aspects of the project on grading critique.</p>	<p>Student scores range from 85-100%, meeting the acceptable threshold</p>	<p>Student scores range from 85-100%, meeting the acceptable threshold</p>	<p>No action needed.</p>

<p>Goal 8: <b>Global awareness</b> Student projects will illustrate global awareness in design solutions.</p>	<p>Not applicable for this course. See Learning Outcomes Rubric</p>	-----		-----	-----	-----
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<p>Goal 9: <b>Diversity</b> Student projects will illustrate diversity through various design concepts that address diverse familial groups and cultures.</p>	<p>Not applicable for this course. See Learning Outcomes Rubric</p>	-----		-----	-----	-----
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<p>Goal 10: <b>Socioeconomic awareness</b> Student projects relate to various socioeconomic issues and groups as students examine various solutions to design projects that meet socioeconomic limitations.</p>	<p>Not applicable for this course. See Learning Outcomes Rubric</p>	-----		-----	-----	-----
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<p>Goal 11: <b>Protecting health, Safety, welfare</b></p> <p>Students will be able to produce design solutions that address health, safety and welfare and will be able to identify design problems that may compromise health, safety and welfare in a space.</p>	<p>Students are introduced to this concept in Chapter 1 of the text.</p>	<p>Measure 1: Exam 1 contains 3-5 questions on this topic.</p> <p>Measure 2: This concept is again stressed when studying the space planning chapters within the text.</p>	<p>Measure 1: On those questions applicable to this goal, exam results should be 85% or higher</p> <p>Measure 2: Scores of 85% or higher on the space planning aspects of the project on grading critique</p>	<p>Student scores range from 85-100%, meeting the acceptable threshold</p>	<p>Student scores range from 85-100%, meeting the acceptable threshold</p>	<p>No action needed.</p>
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<b>Evidence of Learning: IDT 1020 --- Presentation Techniques</b>						
<b>Program Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Method of Measurement</b>	<b>Acceptable Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Students will have completed courses and been given learning experiences that expose students to:</b>	<b>Students will show learning outcomes through:</b>	<b>Direct* and Indirect Measures**</b>				
<b>Goal 1:</b> <b>Design theory</b> Students will apply theory to projects that demonstrate use of various design theories to problem solve design concepts.	Not applicable for this course	-----	-----	-----	-----	-----
<b>Goal 2:</b> <b>Professional Standards</b> Students will be able to identify, analyze and apply professional standards through testing and practical application	Not applicable for this course. See Learning Outcomes Rubric	-----	-----	-----	-----	-----

<p>Goal 3:  <b>Design process</b>  Students apply the 5-phase design process through practical application of design projects</p>	<p>Not applicable for this course. See Learning Outcomes rubric.</p>	<p>-----</p>	<p>-----</p>	<p>-----</p>	<p>-----</p>	<p>-----</p>
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<p>Goal 4: <b>Technical skills</b> Students will utilize technical skills to create construction drawings as part the 5-phase design process.</p>	<p>Learning Outcome 4.A: Students will complete projects that illustrate proficiency using technical programs within Adobe Creative Suite to create presentation boards to present design concepts.</p>	<p>.Indirect measure: Students will be assigned projects that must be crafted on Adobe Illustrator or Adobe InDesign. Throughout the semester, proficiency using the programs will be evident in quality craftsmanship and elements/principles of design on project boards.</p>	<p>Critique score of 85% or higher on presentation boards.</p>	<p>Students scored in 70-80 percentile at beginning of semester; by semester end scores ranged from 85 to 100 percentile showing evidence of understanding of technical skills using various presentation software for design projects.</p>	<p>By semester end, threshold met.</p>	<p>No action needed</p>
<p>Goal 5: <b>Professional selling techniques</b> Students will utilize technical skills to create construction drawings as part the 5-phase design process</p>	<p>Students will utilize professional selling techniques in both oral and visual presentation of design concepts in this course.</p>	<p>Direct Measure: Students will present orally to peers and instructor. Peer and instructor critique of both oral and visual presentation for: Measure 1: Concept Board Measure 2: Project 1 Measure 3: Perspective Drawing Board Measure 4: Final project</p>	<p>Critique score of 85% or higher on all measures</p>	<p>Scores of oral presentations at beginning of semester in 80 percentile; by semester end, scores ranged above 85 percentile.</p>	<p>Achievement of this goal met the threshold</p>	
<p>Goal 6: <b>Sustainable design standards</b> Students will select and specify sustainable materials, products, and practices in interior design projects.</p>	<p>Not applicable for this course. See Learning Outcomes Rubric.</p>	<p>-----</p>		<p>-----</p>	<p>-----</p>	<p>-----</p>
<p>Goal 7: <b>Universal design standards</b> Students will adhere to universal design standards and codes in interior design projects. Students will be able to identify clearances and accessibility standards in design concepts, construction documents.</p>	<p>Not applicable for this course. See Learning Outcomes Rubric</p>	<p>-----</p>		<p>-----</p>	<p>-----</p>	<p>-----</p>

<p>Goal 9: <b>Diversity</b></p> <p>Student projects will illustrate diversity through various design concepts that address diverse familial groups and cultures.</p>	<p>Not applicable for this course. See Learning Outcomes Rubric</p>	-----		-----	-----	-----
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<p>Goal 8: <b>Global awareness</b></p> <p>Student projects will illustrate global awareness in design solutions.</p>	<p>Not applicable for this course. See Learning Outcomes Rubric</p>	-----		-----	-----	-----
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<p>Goal 10: <b>Socioeconomic awareness</b></p> <p>Student projects relate to various socioeconomic issues and groups as students examine various solutions to design projects that meet socioeconomic limitations.</p>	<p>Not applicable for this course. See Learning Outcomes Rubric</p>	-----		-----	-----	-----
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<p>Goal 11: <b>Protecting health, Safety, welfare</b></p> <p>Students will be able to produce design solutions that address health, safety and welfare and will be able to identify</p>	<p>Not applicable for this course. See Learning Outcomes Rubric</p>	-----		-----	-----	-----
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design problems that may compromise health, safety and welfare in a space.						
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**Evidence of Learning: IDT 2010 --- Sustainability I, Textiles and Soft Materials**

<p><b>Program Learning Goal</b></p> <p><b>Students will have completed courses and been given learning experiences that expose students to:</b></p>	<p><b>Measurable Learning Outcome</b></p> <p><b>Students will show learning outcomes through:</b></p>	<p><b>Method of Measurement</b></p> <p><b>Direct* and Indirect Measures**</b></p>	<p><b>Acceptable Threshold</b></p>	<p><b>Findings Linked to Learning Outcomes</b></p>	<p><b>Interpretation of Findings</b></p>	<p><b>Action Plan/Use of Results</b></p>
<p>Goal 1: <b>Design theory</b> Students will apply theory to projects that demonstrate use of various design theories to problem solve design concepts.</p>	<p>Through the use of soft materials, the student will be able to select materials that will set a mood, establish a theme, and secure an ambience for an interior setting.</p>	<p>Measure 1: Exam questions in exams 3 and 4 focus on the aesthetics of upholstered furniture, wallcoverings, window treatments, linens, carpeting, and rugs.</p> <p>Measure 2: Assignments and projects that demonstrate the students aesthetic discernment including evidence of learning pattern matching, creating a rug, historical draperies, selecting fabrics for a selected interior.</p>	<p>Measure 1: Exam results should reflect 85% or higher.</p> <p>Measure 2: Projects and assignments reflect student understanding by scoring 85% or higher.</p>	<p>If exam results fall below 85% , review project score as exams are not always a definite understanding of aesthetic judgment.</p> <p>Projects and exams combined should receive a score of 85% or higher.</p>	<p>Student scores were above 85% in combined exams and projects.</p>	<p>If necessary, review qualities of materials to help facilitate aesthetic judgment refinement.</p>

**Evidence of Learning: IDT 2010 --- Sustainability I, Textiles and Soft Materials**

	<b>Evidence of Learning: IDT 2010 --- Sustainability I, Textiles and Soft Materials</b>					
<b>Program Learning Goal</b>  <b>Students will have completed courses and been given learning experiences that expose students to:</b>	<b>Measurable Learning Outcome</b>  <b>Students will show learning outcomes through:</b>	<b>Method of Measurement</b>  <b>Direct* and Indirect Measures**</b>	<b>Acceptable Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Goal 2: Professional Standards</b> Students will be able to identify, analyze and apply professional standards through testing and practical application	Students understand the importance of being responsible and committed to fair trade and ethical conduct when dealing with suppliers of textiles, etc.	Measure 1: Exam 1 contains approx. 3-6 questions regarding professional standards, ethics.	Measure 1: On those questions applicable to this goal, exam results should be 85% or higher.	Student scores 85% or higher on those questions applicable to this goal.	-----	No action needed.
<b>Goal 3: Design process</b> Students apply the 5-phase design process through practical application of design projects	Not applicable for this course. See Learning Outcomes Rubric	-----	-----	-----	-----	-----

<p>Goal 4: <b>Technical skills</b> Students will utilize technical skills to create construction drawings as part the 5-phase design process.</p>	.	.	.		By semester end, threshold met.	No action needed
<p>Goal 5: <b>Professional selling techniques</b> Students will utilize technical skills to create construction drawings as part the 5-phase design process</p>	Not applicable for this course. See Learning Outcomes Rubric.	-----	-----	-----	-----	-----
<p>Goal 6: <b>Sustainable design standards</b> Students will select and specify sustainable materials, products, and practices in interior design projects.</p>	Evidence of understanding is shown how sustainable practices relates to manufacturing, products and their effects on the world at large, interior environments and their occupants.	<p>Measure 1: Exam 1 contains 3-6 questions on this topic.</p> <p>Measure 2: Students write a research paper addressing sustainable fibers.</p>	<p>Measure 1: On those questions applicable to this goal, exam results should be 85% or higher.</p> <p>Measure 2: Reflections should illustrate students' awareness of topic, scoring 85% or higher.</p>	<p>Measure 1: Student scores 85% or higher on those questions applicable to this goal.</p> <p>Measure 2: Scores 85% or higher on research paper.</p>	Threshold met	No action needed.
<p>Goal 7: <b>Universal design standards</b> Students will adhere to universal design standards and codes in interior design projects. Students will be able to identify clearances and accessibility standards in design concepts, construction documents.</p>	Not applicable for this course. See Learning Outcomes Rubric	-----		-----	-----	-----

<p>Goal 8: <b>Global awareness</b> Student projects will illustrate global awareness in design solutions.</p>	<p>Students will demonstrate understanding of how textiles and the industry affects the world at large.</p>	<p>Measure 1: Exam 1 contains 3-5 questions on this goal.</p>	<p>Measure 1: On those questions applicable to this goal, exam results should be 85% or higher.</p>	<p>Measure 1: Student scores 85% or higher on those questions applicable to this goal.</p>	<p>Threshold met`</p>	<p>No action needed.</p>
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<p>Goal 9: <b>Diversity</b> Student projects will illustrate diversity through various design concepts that address diverse familial groups and cultures.</p>	<p>Not applicable for this course. See Learning Outcomes Rubric</p>	<p>-----</p>		<p>-----</p>	<p>-----</p>	<p>-----</p>
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<p>Goal 10: <b>Socioeconomic awareness</b> Student projects relate to various socioeconomic issues and groups as students examine various solutions to design projects that meet socioeconomic limitations.</p>	<p>Students are introduced to the varying costs of textiles and are familiar with cost/price/unit pricing.</p>	<p>Measure 1: Exam 1 contains 1-3 questions on this goal.</p>	<p>Measure 1: On those questions applicable to this goal, exam results should be 85% or higher.</p>	<p>Measure 1: Student scores 85% or higher on those questions applicable to this goal.</p>	<p>Threshold met`</p>	<p>No action needed.</p>
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<p>Goal 11: <b>Protecting health, Safety, welfare</b> Students will be able to produce design solutions that address health, safety and welfare and will be able to identify design problems that may</p>	<p>Students will demonstrate understanding of textile specifications which include safety testing ratings and performance qualities for consumer protection.</p>	<p>Measure 1: Exam 1 contains 1-10 questions on this topic. Measure 2: Application of these principles are evident on projects that are completed (e.g. textile selection for draperies, carpets, rugs, wallcoverings that are</p>	<p>Measure 1: On those questions applicable to this goal, exam results should be 85% or higher.  Measure 2: Projects and assignments</p>	<p>-----</p>	<p>-----</p>	<p>-----</p>
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compromise health, safety and welfare in a space.		specified with flammability testing ratings.)	reflect student understanding by scoring 85% or higher 2:			
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<b>Evidence of Learning: IDT 2020 --- Computer Aided Drafting</b>						
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Acceptable Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will have completed courses and been given learning experiences that expose students to:	Students will show learning outcomes through:	Direct* and Indirect Measures**				
<b>Goal 1: Design theory</b>  Students will apply theory to projects that demonstrate use of various design theories to problem solve design concepts.	Not applicable for this course	-----	-----	-----	-----	-----
<b>Goal 2: Professional Standards</b>  Students will be able to identify, analyze and apply professional standards through testing and practical application	Not applicable for this course. See Learning Outcomes Rubric	-----	-----	-----	-----	-----
<b>Goal 3: Design process</b>  Students apply the 5-phase design process through practical application of design projects	Not applicable for this course. See Learning Outcomes rubric.	-----	-----	-----	-----	-----

<p>Goal 4: <b>Technical skills</b></p> <p>Students will utilize technical skills to create construction drawings as part the 5-phase design process.</p>	<p>Comprehensive final exploring various avenues of computer aided drafting techniques</p>	<p>Measure 1: Periodic exams</p> <p>Measure 2: Comprehensive final project</p>	<p>Students have met or exceeded the threshold of 85% grade average of exams and final</p>	<p>Findings of Measure 1: 96% of students achieve a score of 85% or higher</p> <p>Findings of Measure 2: Students are able to create a set of accurate construction drawings</p>	<p>Achievement of this goal met the threshold</p>	<p>No action needed</p>
<p>Goal 5: <b>Professional selling techniques</b></p> <p>Students will utilize technical skills to create construction drawings as part the 5-phase design process</p>						
<p>Goal 6: <b>Sustainable design standards</b></p> <p>Students will select and specify sustainable materials, products, and practices in interior design projects.</p>	<p>Not applicable for this course. See Learning Outcomes Rubric.</p>	<p>-----</p>		<p>-----</p>	<p>-----</p>	<p>-----</p>
<p>Goal 7: <b>Universal design standards</b></p> <p>Students will adhere to universal design standards and codes in interior design projects. Students will be able to identify clearances and accessibility standards in design concepts, construction documents.</p>	<p>Learning Outcome 7A: Practical application of FF&amp;E throughout the space</p> <p>Learning Outcome 7B: Proper turning radius and clear space</p>	<p>Measure 1: Universal Design Exam</p> <p>Measure 2: Comprehensive final project</p>	<p>Students have met or exceeded the threshold of 85% grade average of exams and final</p>	<p>Findings of Measure 1: 96% of students achieve a score of 85% or higher</p> <p>Findings of Measure 2: 99% of students demonstrated competence of universal design through proper application of FF&amp;E, turning radius and clear space</p>	<p>Achievement of this goal met the threshold</p>	<p>No action needed</p>
<p>Goal 8: <b>Global awareness</b></p>	<p>Not applicable for this course.</p>	<p>-----</p>		<p>-----</p>	<p>-----</p>	<p>-----</p>

Student projects will illustrate global awareness in design solutions.	See Learning Outcomes Rubric					
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<b>Goal 9: Diversity</b>  Student projects will illustrate diversity through various design concepts that address diverse familial groups and cultures.	Not applicable for this course. See Learning Outcomes Rubric	-----		-----	-----	-----
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<b>Goal 10: Socioeconomic awareness</b>  Student projects relate to various socioeconomic issues and groups as students examine various solutions to design projects that meet socioeconomic limitations.	Not applicable for this course. See Learning Outcomes Rubric	-----		-----	-----	-----
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<b>Goal 11: Protecting health, Safety, welfare</b>  Students will be able to produce design solutions that address health, safety and welfare and will be able to identify design problems that may compromise health, safety and welfare in a space.	Not applicable for this course. See Learning Outcomes Rubric	-----		-----	-----	-----
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## **(2013) YEAR 2:**

See attached files for:

- IDT 2035 Design Process
- IDT 2040 Architectural Detailing
- IDT 2050 Codes
- IDT 2860 Practicum

Per review schedule (page 9)

Evidence of Learning: High Impact or Service Learning

Note: The following courses evidenced on the rubric below have a “high impact” or “service learning” component for the goals specified

- IDT 2860 Practicum --- Note: This course is not officially designated as a CBL course.
- 3000-level interdisciplinary design charette

<b>Evidence of Learning: High Impact Service Learning --- IDT 2860 Practicum</b>						
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Acceptable Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will have completed courses and been given learning experiences that expose students to:	Students will show learning outcomes through:	*Direct and Indirect Measures**				
<b>Goal 3 Design Process</b> Students apply the 5-phase design process through practical application of design projects	Students will utilize the 5-phase design process to create and implement an actual project from programming through contract administration	Direct measure 1: Space planning books will be turned in that clearly evidence all phases of the design process	85% grade on space planning booklet	Measure 1: Scores ranged from 85-90 percent on space planning booklet.	Measure 1: Evidence of understanding of the design process to complete a design concept from inception to completion.	No action needed as findings met acceptable threshold.
<b>Goal 9 Diversity</b> Student projects will illustrate diversity through various design concepts that address diverse familial groups and cultures	Student concepts will reflect the needs and requirements of diverse groups as they complete an actual project.	Direct measure 1: Design concepts will reflect the diversity and culture of the client/group as well as client needs.	After review of programming stage and research components, design concept will reflect the diversity and culture of the client.	Measure 1: Critique scores ranging from 85% or higher.	Measure 1: Evidence of acknowledgement of specific needs of diverse group	

Evidence of Learning: High Impact Service Learning --- IDT 2860 Practicum						
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Acceptable Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will have completed courses and been given learning experiences that expose students to:	Students will show learning outcomes through:	*Direct and Indirect Measures**				
<b>Goal 10</b> <b>Socioeconomic awareness</b> Student projects relate to various socioeconomic issues and groups as students examine various solutions to design projects that meet socioeconomic limitations.	Students will create a concept that clearly falls within budgetary guidelines as set forth by the instructor and/or client group.	Direct measure 1: Budget breakdown will be required as part of the space planning documents.	Design concept clearly falls within budgetary guidelines based off budget breakdown.	Budget in all concepts were clearly met		No action needed as findings met acceptable threshold.

<b>Goal 11</b> <b>Protecting health, safety, welfare</b> Students will be able to produce design solutions that address health, safety and welfare and will be able to identify design problems that may compromise health, safety and welfare in a space.	Students adhere to all codes and regulations required by local building code to complete the actual project.	Direct measure 1: Evidence of adherence to codes in programming, schematics and final construction documents.	Codes adherence evident in programming docs, schematics and final construction documents. Critique score of 85% or higher illustrates evidence.	Codes adherence in all concepts were clearly met.		No action needed as findings met acceptable threshold
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Evidence of Learning: High Impact Service Learning --- 3000-level charrette						
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Acceptable Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will have completed courses and been given learning experiences that expose students to:	Students will show learning outcomes through:	*Direct and Indirect Measures**				
<b>Goal 3 Design Process</b> Students apply the 5-phase design process through practical application of design projects	Students will utilize the 5-phase design process to create and implement an actual project from programming through contract administration	Direct measure 1: Space planning books will be turned in that clearly evidence all phases of the design process	85% grade on space planning booklet	Measure 1: Scores ranged from 85-90 percent on space planning booklet.	Measure 1: Evidence of understanding of the design process to complete a design concept from inception to completion.	No action needed as findings met acceptable threshold.
<b>Goal 9 Diversity</b> Student projects will illustrate diversity through various design concepts that address diverse familial groups and cultures	Student concepts will reflect the needs and requirements of diverse groups as they complete a design charrette illustrates the culture of the client group.	Direct measure 1: Design concepts will reflect the diversity and culture of the client/group as well as client needs. Direct measure 1: Diversity and culture are clearly evident in the video presentation that accompanies the charrette solution.	Measure 1: After review of programming stage and research components, design concept will reflect the diversity and culture of the client. Measure 2: 85% of students will have identified culture and diversity issues in the video presentation and concept.	Measure 1, 2 : Critique scores ranging from 85% or higher.	Measure 1: Evidence of acknowledgement of specific needs of diverse group Measure 2: Illustration of culture and diversity issues on videos that encompasses challenges, limitations to design solutions.	No action needed as findings met acceptable threshold
<b>Goal 10 Socioeconomic awareness</b> Student projects relate to various socioeconomic	Students will create a concept that clearly falls within budgetary guidelines and/or clearly utilizes available	Direct measure 1: Budget breakdown will be required as part of the space planning documents.	Measure 1: Critique scores of 85% or higher if design concept clearly falls within budgetary	Measure 1: Budget in all concepts were clearly met receiving score of 85% or higher on critique.	Evidence of budgetary limitations observed as well as limited resources when considering design concept/solution.	No action needed as findings met acceptable threshold.

Evidence of Learning: High Impact Service Learning --- 3000-level charrette						
Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Acceptable Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will have completed courses and been given learning experiences that expose students to:	Students will show learning outcomes through:	*Direct and Indirect Measures**				
issues and groups as students examine various solutions to design projects that meet socioeconomic limitations.	resources for the area/culture as set forth by the instructor and/or client group.	Direct measure 2: Concept clearly utilizes only those resources available for the area/culture as specified.	guidelines based off budget breakdown. Measure 2: Concept utilizes only those materials available as specified.	Measure 2: All concepts utilized those materials readily available as specified, receiving score of 85% or higher on critique.		

<p>Goal 11 <b>Protecting health, safety, welfare</b> Students will be able to produce design solutions that address health, safety and welfare and will be able to identify design problems that may compromise health, safety and welfare in a space.</p>	<p>Students adhere to all codes and regulations required by local building code to complete the actual project.</p>	<p>Direct measure 1: Evidence of adherence to codes in programming, schematics and final construction documents.</p>	<p>Codes adherence evident in programming docs, schematics and final construction documents. Critique score of 85% or higher illustrates evidence.</p>	<p>Codes adherence in all concepts were clearly met.</p>		<p>No action needed as findings met acceptable threshold</p>
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## **E. Advising Strategy and Process**

**Advisement of potential students:** Done by the interior design program coordinator upon request --- throughout the semester as well as during the summer months.

**Advisement of interior design majors:** Done by the interior design program coordinator prior to the release of the next semester's schedule (e.g., end of fall semester (November) for spring semester classes). Design majors are encouraged to sign up for advisement and appointment schedules are distributed in classes as well as posted within the department.

Note: The Interior Design curriculum integrates General Education courses along with the IDT curriculum. Therefore, advisement for all requirements is done during these advisement appointments.

### Effectiveness of Advising

Formal assessment of the effectiveness of this program in regards to advisement is minimal. Changes and improvements to the advisement process arose from Institutional and College recommendations as well as the individual experiences of advisement faculty.

### Past Changes and Future Recommendations

In 2010, College of Applied Science and Technology chose a new program coordinator for the Interior Design program. At that time, the philosophy and practice of advisement changed from:

- **Having all faculty advise to only program coordinator advisement** to avoid conflicts in course selection, order of course progression. Prior to the program coordinator change, all faculty were not trained in advising which resulted in confusion for students and random selection of classes, missing required General Education courses, and courses taken out of sequence.
- **Routine advisement at end of each semester, set schedule of courses** to streamline course schedule so that students progress through the program at the desired pace. In addition, this provides a set group of students in each class --- freshmen, sophomore, junior, senior --- to ensure the skill set and success of the courses.

- **CatTracks advisement tool improvement and training** has been implemented to aid in accurate advisement as well as monitoring of grade point average and passing grade ---- all interior design courses require a 'B' grade to be considered passing. CatTracks has been a valuable tool to make sure that courses are passed with a B grade.

F. Faculty

Faculty Demographic Information

	<u>NAME</u>	<u>RANK</u>	<u>DEGREES HELD</u>	<u>YEARS @ WSU</u>
<b>Full-time faculty:</b>	Kristen Arnold	Asst. Prof.	M.Ed., Weber State University BSid, Weber State University BS Technical Sales, WSU	8
<b>PART TIME:</b>				
<b>¾ time faculty:</b>	Jacie Johnson	Non-tenure track	M.Ed., Weber State University BIS, Weber State University	11
<b>½ time faculty:</b>	Shauna Morris	Non-tenure track	BS, Interior Design-Tech Sales	15
<b>Adjunct faculty:</b>	Rob Call	Non-tenure track	MID, University of Kentucky BS, dual major ID-Tech Sales, WSU	4

Programmatic/Departmental Teaching Standards

**STANDARDS BASED CURRICULLUM:**

The Interior Design program is accredited by the Council for Interior Design Accreditation (CIDA) and the National Kitchen and Bath Association (NKBA). Both of the specialized accrediting bodies have a standardized evaluation system that is followed closely by the interior design program. The learning outcomes, inputs and standards for both accrediting bodies as well as Northwest Accreditation are closely aligned.

**CONTINUING EDUCATION, FACULTY:**

The Interior Design faculty regularly attends Continuing Education workshops to improve teaching techniques as well as regional and national conferences sponsored by the Interior Designers Educators Council (IDEC) and the National Kitchen and Bath Association (NKBA). In addition, faculty take advantage of industry markets and workshops to keep current with new trends, technologies and best practice in the industry. Travel money is allocated by the Dean of the College of Applied Science and Technology to attend at least one conference/workshop per year.

**FACULTY CERTIFICATION:**

The Interior Design profession considers those designers that have qualified to sit for and pass all 3 sections of the National Council for Interior Design Qualification exam as professional interior designers. In addition to education, the designer must have industry experience (minimum 2 years full time experience) and qualification to earn the title. Kristen Arnold, asst. professor and program coordinator, has passed the exam. NCIDQ Certificate No. 028155  
Jacie Johnson, faculty, has passed the exam. NCIDQ Certificate 22254.

**PROFESSIONAL PRACTICE:**

All faculty members are practicing interior designers in addition to teaching.

Faculty Qualifications

As indicated in the Faculty Demographic Information, the faculty hold at least one degree in interior design (per accreditation requirements) as well as an advanced degree as outlined in the College's promotion and tenure document. In addition, faculty are required to have 2-5 year's work experience related to interior design.



### Evidence of Effective Instruction

Student learning outcomes have been developed in conjunction with CIDA and NKBA accreditation standards. Evidence of understanding through student outcomes is reviewed every 3 years (every 6 years with site visit) for CIDA; every 6 years (site visit) for NKBA. The Northwest Accreditation Learning Outcomes have also been developed with the specialized accreditation standards in mind. Data collected yearly is assessed to measure outcomes and effectiveness. Rubrics for outcomes have been developed to use as a tool for continual assessment and self-study within the 6-year period of specialized accreditation.

Surveys have been administered to graduating seniors (IDT 4030) and employers of those students participating in IDT 4830 Internship.

Social media sites such as Linked In aid in monitoring progress and success of graduates from the Interior Design program as well as the WSU Alumni Association.

### Mentoring Activities

The WSU Interior Design Student Chapter is a registered club/organization with Weber State University and facilitates networking and mentoring opportunities for design majors to participate in professional organizations such as IIDA, ASID, NKBA and compete in national and international competitions (NKBA, IDEC). In addition, the IDT curriculum requires senior-level students to seek an internship in the design profession to prepare for a career as an allied professional.

Within the interior design program, vertical studio opportunities are present in the Interdisciplinary Charette and the Charitable Chair event in that junior- and senior-level students mentor freshman- and sophomore-level students in various projects.

### Diversity of Faculty

The interior design faculty consists of 3 Caucasian females and one Caucasian male.

### Ongoing Review and Professional Development

Interior Design faculty is active in the design community and the design education community. Awareness of the latest technology and design curriculum is priority for the program's staff. Review of curriculum is ongoing so that industry standards and new trends are addressed so that students will be prepared to enter the profession. Topics including but not limited to:

- Sustainability --- LEED certification and education
- Code --- Building, fire, and governmental and local codes updates
- Technology ---- 20/20 Technologies, AutoCAD, Revit Architecture, 3DS Max, Adobe Creative Suite
  
- The program coordinator/full-time faculty member is experienced in online education and its development. New curriculum for the IDT 1010 Introduction to Interior Design online course was developed in 2012.
  
- All concurrent enrollment instructors are required to update their credentials by taking a current IDT 1010 course by Fall 2014 (implemented Summer 2013).
  
- A Study Abroad program was developed and implemented in 2011. An international trip is hosted on the odd years; an in-country trip on the even years. The following tours have been taken since its inception:
  - IDT Study Abroad 2011: Basilicas, Bernini and Beyond: A glimpse of Italy, Greece and Turkey
  - IDT Study Abroad 2012: Barneys, Big Apple and Beyond: New York City
  - IDT Study Abroad 2013: Britain, Barcelona and Beyond: A glimpse of Scotland, England, France and Spain
  - IDT Study Abroad 2014: Beal Street, Bayous and Beyond: New Orleans, Natchez, Nashville and Memphis
  
- The Interior Design faculty is considering developing a workshop for senior students to help aid in the professional licensing exam prep for graduating students.

- Scholarship funding and support has been developed through community service projects including but not limited to Boys and Girls Club Scarecrow Event, Charitable Chair.
- Community Service: Projects benefitting Boys and Girls Club of Weber-Davis, the Ogden community, the YCC and others have provided opportunity for public service and partnerships.

## **G. Support Staff, Administration, Facilities, Equipment, and Library**

### Adequacy of Staff, Faculty

In the fall of 2013, the Interior Design program moved its facilities to the WSU Davis campus. This move separated the design faculty from the departmental secretary. At this time, the program doesn't not have on-site secretarial support. Therefore, the program coordinator is responsible for the majority of secretarial duties and advisement. In addition, the program only has one, full-time tenure track faculty member. It is hoped that in the future this number will increase.

### Adequacy of Administrative Support

The Dean of the College of Applied Science and Technology has been very supportive of the interior design program. As mentioned, the facilities and technology is state of the art. The Dean has been supportive of conference travel and continuing education efforts sought by faculty. 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 part within the department and college as well as in comparison to other interior design programs within the state.

### Adequacy of Facilities and Equipment

The Interior Design program moved its classrooms, studios, and faculty offices to the new D3 building on the WSU Davis campus located in Layton, Utah in the fall of 2013. The suite of spaces is state of the art and offers the latest technologies and learning environments for interior design education. All services are central and accessible and the move has had

favorable reviews from students, faculty and the design community as this location is closer to the “hub” of design employment in the area --- Salt Lake City.

#### Adequacy of Library Resources

The library collection, staff and support services meets the needs of our program. The Davis campus has a satellite library in the adjacent D2 building which houses some of the IDT collection of books and DVD’s. The main library on the Ogden campus is also available. The library staff has been extremely supportive in purchasing new, updated issues to keep the collection up to date.

### **H. Relationships with External Communities**

#### Description of Role in External Communities

The Interior Design program has made great effort in the design community to market our program and alumni in the last 4 years. Since the change in program coordinator and the program philosophy, the efforts to partner with area design firms, architects and suppliers has increased. Some of these partnerships include but are not limited to: Midwest Commercial Interiors, Henriksen Butler, Lisman Studios, Sanders Architects, VCBO Architects, FFKR Architects, Silverstate Textiles, Lighting Design.

In addition, the WSU IDT program has made efforts to facilitate an ongoing program with Salt Lake Community College and LDS Business College for their 2-year graduates to continue their 4-year degree at WSU. The WSU IDT curriculum offers those 2-year graduates to enter WSU after graduation and complete their design education with an easy transition.

Summary of External Advisory Committee Minutes

As of fall of 2013, a review of the Advisory Committee Board was necessary. Although board members were supportive in the past, strong support of advisory board members was waning. Advisory Board meetings were held in 2011 and 2012 --- see attached minutes.

2013 Advisory Board members are:  
Manoli Sargetakis, Silverstate Textiles  
Dennis Patten, architect  
Mike Sanders, architect  
Robert MacArthur, architect  
Tracee Goff, NCIDQ, alumni

Lissa Hageman, NCIDQ, alumni  
Kathleen Wagstaff, Regency Royale  
Liz Wixom, NCIDQ  
LaMar Lisman, Lisman Studios

Auxiliary members:  
Jeanne Hall  
Ryan Jones, Calute Homes

Suzanne Lindquist  
Shane Helmsley

**I. Results of Previous Program Reviews**

Report of progress on ‘non-learning-outcome recommendations’ from previous 5 year program review (optional):

Note: 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.

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.

Date of Program Review: March 2004	Recommendation	Progress Description
<b>Recommendation 1</b>	<i>Advance current half-time faculty to full-time status and hire additional faculty</i>	The program currently has one full-time faculty member, one ½ time member, and two adjuncts.
<b>Recommendation 2</b>	<i>Provide a student technology assistant and a lab assistant in the resource library</i>	<p>Because of the increase in technology courses in the interior design technology curriculum, students are better trained in software applications thus negating a need for a student technology assistant. Also, faculty are trained in software knowledge in order to better facilitate student support.</p> <p>The resource library has been completely updated and expanded for student use including extensive displays from kitchen and bath suppliers,</p>

		hardware suppliers and current textile and hard surface displays. Students can access the lab any time during normal work/building operating hours via the departmental secretary and IDT faculty.
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<b>Recommendation 3</b>	<i>Provide better course sequencing, add prerequisites, and number courses appropriately with year of study</i>	In order to align with CIDA standards, the courses have been realigned so that sequencing is evident as courses progress in difficulty.
<b>Recommendation 4</b>	<i>Increase collaboration with other departments, especially with arts and theater</i>	Collaboration with other departments has been improved significantly. The program curriculum has support courses in Art, Sales and Service Technology as well as DGET. Plans include also incorporating courses with CMT.  NOTE: New CIDA accreditation standards (2009) require that less Art is needed and replaced with other support courses such as CMT.
<b>Recommendation 5</b>	<i>Provide more visible areas for displays of student work</i>	Student work is displayed in the corridors of Building 3 on the Ogden campus as well as opportunity for display in the UB and WSU library. In 2013, the program will move to the WSU Davis campus and plans have been made to incorporate public display for interior design student work.
	<i>Increase technology to support areas of</i>	Technology courses have been



<p><b>Recommendation 6</b></p>	<p><i>interior design</i></p>	<p>dramatically increased since 2004 for the IDT curriculum.</p> <p>Specialty technology courses specifically geared to the field of interior design now include:</p> <ul style="list-style-type: none"> <li>• IDT 2020 Auto Cad</li> <li>• IDT 3810 Revit Architecture</li> <li>• IDT 3060 K &amp; B, 20/20</li> </ul> <p>Other studio courses</p> <ul style="list-style-type: none"> <li>• IDT 1020</li> <li>• IDT 3045,</li> <li>• IDT 4020</li> <li>• IDT 4025</li> <li>• IDT 4030,</li> <li>• IDT 4040</li> </ul> <p>also instruct students in and utilize Google SketchUp, Adobe Illustrator, Adobe InDesign, Adobe Photoshop.</p> <p>Currently, discussions are underway to collaborate with CMT to provide BIM instruction for interior design students as well.</p>
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- A. Reflecting on this year's assessment(s), how does the evidence of student learning impact your faculty's confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

Because of our program accreditation with the Council for Interior Design Accreditation (CIDA), assessment and self-study is on-going in order to better align with accreditation standards. The program goals as indicated on this assessment align with those CIDA standards as well, therefore the faculty is confident that the review of the program will be satisfactory.

As noted in Appendix A, the program has undergone extensive revision since seeking initial CIDA and NKBA accreditation in recent years. The recommendations from the previous NW Accreditation visit have been met and exceeded.

- B. With whom did you share the results of the year's assessment efforts?

Assessment efforts will be provided our program accreditation bodies, CIDA and NKBA. We have also shared the assessment rubric with the university curriculum committee in attempting to secure a Gen Ed classification for the IDT 1010 Introduction to Interior Design course (approved per University Curriculum Committee and Faculty Senate 2012 for academic year 2013-14).

- C. Based on your program's assessment findings, what subsequent action will your program take?

The program will continue to monitor classes and course outcomes to make sure that students achieve an 85% or higher grading to successfully pass courses per the B passing grade requirement of the IDT program.

**J. Action Plan for Ongoing Assessment Based on Current Self Study Findings**

Action Plan for Evidence of Learning Related Findings

**The interior design program has developed new student learning outcomes in the spring of 2013, and have identified measurement tools (outputs) for the outcomes and rubrics for each outcome to measure our success beginning the fall of 2013. We will use these at the culmination of the fall semester to assess and analyze data. Student artifacts are gathered each semester for accreditation review.**

Problem Identified	Action to Be Taken
Issue 1	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed)

**Action Plan for Staff, Administration, or Budgetary Findings**

Problem Identified	Action to Be Taken:
Issue 1	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Summary Information (as needed)

**K. Summary of Artifact Collection Procedure**

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
All IDT courses		end of semester	Original student work retained by IDT program in physical file

**Summary Information:** Because both IDT accrediting bodies (Council for Interior Design Accreditation and National Kitchen and Bath Association) require evidence-based accreditation processes, original student work of **all** assignments, tests, projects are retained each semester by the interior design program.

All artifacts are stored in D3 332 storage and organized by course number.

All inputs such as texts, tests, assignments, critiques, etc. are also filed by course number and are updated yearly as new assignments, etc. are added to the course as self-study requires.

The department retains the top artifacts each semester as examples which are available for review.

## APPENDICES

### Appendix A: Student and Faculty Statistical Summary

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

	2008-09	2009-10	2010-11	2011-12	2012-13
instfte	1.53	1.26	0.85	1.52	
DavisCnt	0	1.72	0.12	0.12	
208XXX	11.65	9.59	10.24	11.1	
	13.18	12.57	11.21	12.74	

**Student Credit Hours Total**

represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads.

**Student FTE Total** is the Student Credit Hours Total divided by 30.

**Student Majors** is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year.

**Program Graduates** includes only those students who completed all graduation requirements by end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year.

**Student Demographic Profile** is data retrieved from the Banner system.

**Faculty FTE** is the aggregate of contract and adjunct instructors during the fiscal year. **Contract FTE** includes instructional-related services done by "salaried" employees as part of their contractual commitments.

**Adjunct FTE** includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.

**Student/Faculty Ratio** is the Student FTE total divided by the Faculty FTE total



Appendix B: Contract/Adjunct Faculty Profile

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Jacie Johnson	F	White	Contract	---	M.Ed	10	Commercial Design
Shauna Morris	F	White	Contract	-----	BS	13	Residential Design
Rob Morris	M	White	Adjunct	----	MID	4	Residential Design

**See attached Vitae for each**

Appendix D: Financial Analysis Summary

<b>Interior Design - Sales &amp; Service Technology (budget combined)</b>					
<b>Cost</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>
Direct Instructional Expenditure	938,167	954,486	1,004,068	1,069,200	1,034,560
Cost Per Student FTE	1,692	2,010	2,039	2,145	2,119
<b>Funding</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>
Appropriated Fund	938,167	954,486	991,189	1,057,937	1,032,039
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition			12,880	11,263	2,521
<b>Total</b>	<b>938,167</b>	<b>954,486</b>	<b>1,004,068</b>	<b>1,069,200</b>	<b>1,034,560</b>





Appendix E: External Community Involvement Names and Organizations

Name	Organization
Jeanne Hall	Your Community Connection, Boys and Girls Club – Board member
Suzanne Lindquist	Boys and Girls Club, Executive Board

Appendix F: External Community Involvement Financial Contributions

Organization	Amount	Type
Dee Family Grant	\$2356.00	Grant
Alan and Jeanne Hall Endowment for Community Involvement	\$5000.00	Grant
Alan and Jeanne Hall Scholarship	\$10,000.00	Donation/scholarship
3Form	\$25,000.00	Gift in-kind (facilities elements)

Organization	Amount	Type
Silverstate Textiles	\$25,000	Gift in kind (materials lab)
Suzanne Lindquist	\$1500/quarterly	Donation/scholarship

