

Bachelor of Fine Arts, Interior Design

I. Mission Statement

Learning to enhance human experience through thoughtful Interior Design.

Philosophy

The Interior Design Program at Iowa State University is a process of sequential learning framed around a model of experimentation. This model is based on a belief that interior design is purposeful problem solving emphasizing issues of:

- human safety
- operational (functional) utility
- physical fit
- psychological fit
- contextual fit

Furthermore, interior design incorporates the creative application of knowledge related to:

- space/volume
- light
- color
- interior materials and assemblies
- finish materials
- human factors

The Interior Design Program strives for excellence in design education through research, service, and student-oriented teaching. The program agrees that professional interior design education must be:

- rooted in the liberal arts and design fundamentals
- broadly-based
- process-oriented
- technical
- collaborative
- global in its frame of reference

The Interior Design Program at Iowa State University emphasizes theoretical and investigative processes in a milieu of intellectual inquiry and practical realities. It strives to present a broad scope of inspiration, insight, and applications.

II. Assessment Goals, Measures, Results and Changes

The program goal is to provide students with a professional interior design education. To this end, students completing the program should be able to:

- Explain interior design. Explain the complexities involved in designing functional residential, commercial, and institutional environments that accommodate the aesthetic, social-psychological and utilitarian needs of different segments of the population.
- State a defensible design philosophy. State a pluralistic design philosophy that provides for the integration of a diverse cultural and historical design heritage as well as advancing technologies with design solutions appropriate to contemporary needs.
- Demonstrate a refined design process. Be able to program, design and supervise the implementation of interior design solutions which exhibit the use of creative problem-solving techniques.

Program Review

- Demonstrate effective methods of communication. Show an ability to appropriately communicate design ideas, both graphically and verbally.
- Work effectively in an interdisciplinary team. Explain and demonstrate an ability to work with the many disciplines that interface with interior design.
- Explain interior design's societal role. Express a defensible position concerning the designer's social and aesthetic responsibilities as a member of the professional design community.

Summary of Outcomes Assessment for BFA, Interior Design

Intended Learning Outcomes	Measures	Relevant Required Courses	Results	Changes Based Upon Results
Knowledge of multiple design investigation, analysis and synthesis options	See general measures below**	Art 108, 109; Art ID 160, 265, 267, 365, 367, 465, 467	--Program strong— no priority change required --See below	--None; good success in this area
Proficiency in communication of complex design concepts and information using a variety of oral, written and visual methods	See general measures below**	Art ID 160S, 265, 267, 365, 367, 461, 465, 467	--FIDER accreditation notes strength in this area --Professional Advisory Board (PAB) recommended broader, deeper attention to digital design development, communication --See below	--New faculty adds depth and breadth to digital design and imaging in ID --Program now makes earlier introduction to 3D computer methods --More discussion and use of written, oral and visual communication skills in studios --PAB regularly used for mock interviews, discussion, other student-pro interaction
Knowledge of historical and theoretical influences on design	See general measures below**	ArtID 160, 265, 267, 355, 356, 365, 367, 465, 467	--Program strong— no priority change required --See below	--New faculty restores strength to history courses, adds depth to theoretical elements of program --Greater emphasis on formalization and integration of theory in studios

Summary of Outcomes Assessment for BFA, Interior Design, (cont.)

Intended Learning Outcomes	Measures	Required Courses	Results	Changes Based Upon Results
Broadly based knowledge of human factors relative to the built environment, including the influences of individual cultural, behavioral and physical variables	See general measures below**	Art ID 160, 160S, 265, 267, 365, 367, 465, 467	--Based on college "Envisioning" process, ID sees human factors as potential area for college leadership --"Human factors" seen as common research theme --See below	--New course on human factors in design --Increased attention to human factors as a program emphasis, including application in studio courses --Program wide re-examination of faculty teaching and research interests in terms of human factors
Knowledge of varied interior settings, their general and unique characteristics, requirements, options, and appropriate design responses	See general measures below**	Art ID 160S, 265, 267, 355, 356, 365, 367, 465, 467	--Program strong—no priority change required --See below	--Redistribution of faculty studio assignments to maximize fit between faculty experiences and interests with setting-specific studio courses
Applied knowledge of interior materials, assemblies and systems including related health and safety codes, standards and guidelines, environmental concerns.	See general measures below**	Arch 240; TC 104, Art ID 160, 160S, 265, 267, 351, 352, 365, 367, 453, 465, 467	--FIDER accreditation notes weakness in area of code and safety accountability --FIDER, PAB and internal reviews cite need for more proficiency in design detailing --See below	--Per FIDER recommendations, curriculum revised for greater attention to and accountability for health & safety issues and requirements --Program-wide expansion of emphasis on appropriate use of ID materials
Knowledge of the interior design profession, its role, evolution, business and professional practices and issues effecting its future.	See general measures below**	Art ID 160, 160S, 265, 267, 365, 367, 461, 465, 467	--FIDER, PAB and internal reviews cite need for accountability and proficiency in specification writing, technical writing.	--Stronger linkage established between business practices course and internship program --More formal and regular interaction between alumni and other ID professionals, especially via student organization --Enhanced communication skills have maintained, enhanced internship placements

**In addition to assessment criteria specifically cited by outcome, above, all outcomes are, to varying degrees, assessed using the general set of "Measures" and "Results" on the following page.

III. Assessment Processes

**In addition to assessment criteria specifically cited by outcome, in the preceding table, all outcomes are, to varying degrees, assessed using the general set of “Measures” and “Results” listed below:

Table of assessment processes, BFA, Interior Design:

Assessment Activity	Period or Cycle of Activity	Record of Activity
--Admissions review	--Conducted annually, traditionally during the last week of the spring semester.	--Records of student ratings for all applicants on all criteria are maintained for seven years. These are periodically used for comparison with the achievement of graduating seniors.
--National program accreditation review by Foundation for Interior Design Education Research (FIDER)	--Accreditation visit every 6 years.	--Records maintained in the form of a pre-visit program self-study document and a post-visit Accreditation Report form FIDER.
--Local, regional and national competitions	--Occur periodically.	--Photographic records of work submitted.
--Student performance reviews by ID Program Advisory Board (PAB)	--This has become a regular part of PAB visits, during each fall and spring semester.	--No formal documentation
--Juried charettes	--Customarily, at the beginning of each spring semester.	--Photographic documentation of charette materials
--Selected reviews by outside critics	--Outside critics form a portion of the review teams for every junior and senior studio project, many sophomore projects.	--Completed projects are photographed. Comments by outside critics are formally collected on forms provided.
--Surveys conducted at Interior Design Program “Town Meetings”	--Surveys conducted at periodic “Town meetings” (held once a month—all ID students are expected to attend).	--When conducted surveys take the form of open-ended questions; occasionally, more formally produced surveys are conducted.