

Interior Design Program Evaluation

Table of Contents



Interior Design Studio Review WI '09

1. Program Overview and Changes
 2. Curriculum and College Core Outcomes
 3. Needs of the Students
 4. Faculty
 5. Facilities and Support
 6. Interior Design as a Career Technical Education (CTE) Program
 7. Recommendations
- Appendix:
- Catalog Page
 - Assessment Strategy

1 Program Overview and Changes

The goals for the Interior Design Program have changed since the last program review conducted in 2006. They are as follows:

Demonstrate the application of the principles and concepts of color and design throughout the creation of residential client-based projects

Produce architecturally accurate drawings to demonstrate technical skills.

Incorporate and articulate appropriate historical perspectives in creating residential design projects.

Demonstrate research and evaluation skills in the selection and use of products/ materials including sustainable design applications

Apply building and Americans with Disabilities Act codes to residential design projects.

Demonstrate an understanding of professional practice methodology, ethics, selling techniques, and communication/ listening skills.

While the goals of the Program have remained more or less constant from the last program review, change can be seen in the outcomes for the AAS Degree in Interior Design and the certificates: Kitchen and Bath Design, Interior Furnishings and the newly conceived certificate (2011), Design for Accessibility and Aging in Place.

The Associate of Applied Science in Interior Design – for 2011-12 Catalog

- Total number of credits: 103
- Interior Design Coursework: 42
- Architectural Design and Drafting Coursework: 22
- Art Coursework: 6
- General Education: 9
- Interior Design Electives: 12
- Speech: 4
- Business Administration: 3
- College Math and Writing: 8

Degree changes were made fall term 2010. ARCH 101 was removed and the ID internship course was changed to an elective. The resulting internship course, ID 280 A, CE is now conducted through the cooperative education department. The results have been very positive. Internships can now have a more personal approach.

Interior Furnishings Certificate – for 2011-12 Catalog

- Total number of credits: 41
- Interior Design Coursework: 27
- Architectural Design and Drafting Coursework: 11
- Art Coursework: 3

Changes to the certificate were made fall term 2010. Studio courses were removed and more content-based courses such as ID 236, Lighting Design and ART 215, History of American Residential Architecture were added. ID 125, Computer Drafting for Interior Designers (AutoCAD) was also added. These changes reflect skills needed for employment in the interior furnishings industry.

Kitchen and Bath Certificate – for 2011-12 Catalog

- Total number of credits: 59
- Interior Design Coursework: 34
- Architectural Design and Drafting Coursework: 13
- Art Coursework: 3
- Building Construction Technology Coursework: 2
- College Math and Writing: 7

Changes to the certificate were made fall term 2010. The first change was to reduce the overall credit hours so that this would be a one-year certificate. Imbedded related instruction was successfully proven for a one-year certificate (under 60 credit hours). ARCH 111, Working Drawing, was removed from the requirements, as was BA 238, Sales.

Design for Accessibility and Aging in Place – for 2011-12 Catalog

- Total number of credits: 49
- Interior Design Coursework: 24
- Architectural Design and Drafting Coursework: 7
- Gerontology/ Sociology: 15 credits
- Building Construction Technology Coursework: 3

Newly approved certificate to begin academic year, 2011-12. Some students are presently pursuing the requirements. Certificate addresses the once emerging and now present trend in designing residential interiors for an aging population. The certificate also addresses design skills needed for designing for all clients with decreased mobility.

Change

The goals for the Interior Design program over the last few years can be summarized under the heading of “change”. In four years the following can be noted:

1. Achievement of **NKBA Accreditation** Status thanks to hard work from JoAnn Thomas, Denise Roy, and Robin Rigby- Fisher.
2. Inclusion of **AutoCAD** in the curriculum as a means of making design documentation.
3. **Sustainability** criteria added to many courses thanks to the Denise Roy and the National Science Foundation Grant for technical educators awarded academic year, 2008-09. Amanda Ferroggiaro participated in the grant and the “externships” (see **Faculty**)
4. Interior Design “**rendering**” in color using pencils and markers. This skill is now imbedded in four interior design courses.
5. Aging in Place and Universal Design

2 Curriculum

A. Course level outcomes:

The Interior Design Program has seen a lot of change over the last few years. What is interesting is that the CCOG's have more or less stayed the same. What has changed is the way the interior design students communicate their design intent. ARCH 127, Google Sketch-Up, is now a required course. This course was made a degree requirement fall term 2009. This is a signifier of how important it is that interior design students be able to manipulate three-dimensional space in a computer program.

B & C. Addressing and Assessing College Core outcomes:

The assessment committee approved the assessment plan for the interior design program to be done June 20 of this year. The interior design program successfully outlined a method of proving how the core outcomes are reflected in the curriculum (see appendix for this plan).

D. Distance Modality:

Currently no courses are offered in an on-line format. There are plans, however, for Amanda Ferroggiaro to undergo training Summer of 2011 and to make changes to the History of Furniture Sequence, ID 122 and 123, so that they may become online courses.

E. The Subject Area Chair for Interior Design

The Interior Design SAC has made changes in the curriculum in two areas as a result of industry change. From the NSF Grant for Technical Educators sprang a new certificate after faculty member Amanda Ferroggiaro had time to network with industry and to discover that designing for longevity and all mobility (Aging in Place) was necessary criteria for the program.

There have been two service-learning activities within the Interior Design curriculum in the last few years. See **Students**. These service-learning experiences have provided a springboard for many more ideas.

F. Significant changes to Interior Design Curriculum

Please see the table that follows:

Changes made to the Interior Design Curriculum 2007-2011

Course	Criteria Needed	Change Made
ID 131 Introduction to Interiors	Overview of the practice of interior design. Rendering (coloring) of drawings. Color Theory	A new final project involves the students in every aspect of an interior design installation. There are two in-class, hands-on exercises on the application of color. Students are required to create a rendered (colored) project that is formal presentation quality.
ID 120 Materials/ Products for Interior Design	Application of material solutions beyond the knowledge of material attributes. Rendering (coloring) of drawings.	Exams now include problem-solving questions that include sketching design solutions. Students are required to create a rendered (colored) project that is formal presentation quality.
ID 125 Computer Drafting for Interiors	An industry standard needed to be chosen.	ID 125 is now AutoCAD. This program provides a more relevant skill for interior design students.
ID 132 Planning Interiors	Aging in Place client profiles	This studio is now based on providing a complete design solution for an older adult client.
ID 133 Space Planning	Americans with Disabilities Act compliance/ knowledge.	This studio incorporates light commercial criteria as well as residential.
ID 230 Textiles for Interior Design	More Interior Design project-based or hands on work needed. Change from general textile content.	Two application/ hands-on projects are required. One project involves the creation of window treatments of historical nature.
ID 236 Lighting Design	Sustainability Specification of lighting products	Efficacy exercises added. Students create a full light fixture specification package
ID 234 Advanced Interiors	Presentation techniques needed that include a digital package.	Students have the option to work in a digital, more up to date format
ID 238 Advanced Kitchen and Bath	Need for higher scores through the NKBA for accreditation.	The NKBA Student Design Competition was adopted to provide students a format to excel. 2010 scores were very good.
ID 240 Interior Design Internship	Individualized placement in positions needed. Oversight of supervisors and students required.	ID 280 A. CE: Now coordinated between Faculty Department Chair and the Cooperative Education Department. Students can now do their internship during all terms at the college.

3 Students



Daybreak Day-use Homeless Shelter Service Learning. WI '08

A. Student Demographics:

The interior design program sees its largest student group in the 31-40 year old range. Interesting enough, age groups on either side of this one are well represented. The age range or distribution remained fairly constant from school year 2005-06. The last school year, 2009-10 looked like this:

Number	18-20	21-25	26-30	31-40	41-50	51-60	60+
280	7.5	21.8	21.8	22.1	13.9	11.1	1.8

Statistics from the SAS System, Portland Community College

Where the Interior Design Program boasts age diversity, it lacks in ethnic diversity. In 2009-10 86.3% of the 211 responding students self-identified as White/ Non-Hispanic. This is not surprising given the profession and the city of Portland this program serves.

There has been a shift in gender diversity. In 2007-08 it was reported that 13.8 % of the 268 students enrolled in interior design courses were male. During the academic year 2009-10, 21.2% were male.

B. Current and Projected Demand on Enrollment

Full time enrollment dropped slightly from 2005-06 to 2009-10. During the 2005-06 academic year there were 60 full-time students in interior design. This number dropped to 54 during 2009-2010. There was a steady “downward” trend as the economy suffered and most trades involved with building, remodeling and design suffered.

Enrollment in the interior design courses increased from 261 students in 2005-06 to 280 in during 2009-10. This change is due to both a relative steady enrollment in full time students and to the inclusion of interior design courses in other degrees and certificates through the Architectural Design and Drafting Department.

C. Strategies to promote access and diversity

Projected strategies to increase enrollment revolve around professional outreach and relating to market trends. The new certificate, Design for Accessibility and Aging in Place (DAAP) responds to the fact that the “first baby boomers” turn 65 this year, 2011.

The department has plans for outreach to high schools. This has the potential to increase the level of ethnic diversity in the program. Please see chapter 7, “Recommendations”

D. Feedback

If one were to attend a meeting of a local interior design professional group, chances are the topic would involve how to continue to weather the recession. Since 2008 the interior design profession has suffered severely. This is a national as well as a local trend.

Consequently, the Bureau of Labor Statistics projects for the years 2008-2018:

Employment of Interior Designers is expected to grow 19 percent from 2008-2018, faster than the average for all occupations

However, there are some caveats. The Bureau predicts most of this increase to be seen in the healthcare industries. We cannot deny the impact of this observation on our residential program. The report continues:

Interior Designers are expected to face keen competition for available positions because many talented individuals are attracted to this profession.

The report continues:

Individuals with little or no formal training in interior design, as well as those lacking creativity and perseverance, will find it very difficult to establish and maintain a career in this occupation.

The Interior Design department has responded to this report by increasing skills required of interior designers: AutoCAD, Google Sketch-Up and the creation of specifications while also embracing on-trend sectors such as Aging in Place and Accessible Design.

Student Questionnaires

Student questionnaires received from the graduation class of 2008 contained common sentiments from Interior Design students. The most common responses to the question, “What could PCC have offered to better prepare you” were:

1. More CAD courses
2. More internship time

These comments were taken seriously and change was made to increase the CAD course requirements for the degree (up to 6 credits: 3 for AutoCAD and 3 for Google Sketch-Up). Change was also made to the internship so that students now have the freedom to participate in an internship in a term other than their last spring term in the program.

Service Learning and Students



Students covering the VBC Cob bench, fall 2010.

Service learning provides a platform for students to have hands-on and “real world” (something students are always asking for) experience. Answers to the reflection questions often focus on the client contact students were allowed or the professional relationship that was needed.

In this time of economic turmoil, students of interior design must consider many avenues they can take to network, meet new people and learn about specific sectors that might be open to them. It is a time of increased pressure on the ability to think creatively and with agility.

Student Awards and Recognition



Fritz Koch with his award winning project



Sonia Singh, Angela DeSilva, Kelsey Erdmann and Suzie Dahl at NWSID Student Day

Fritz Koch, First Place, Residential Design, IIDA/ ASID Student Day, 2009

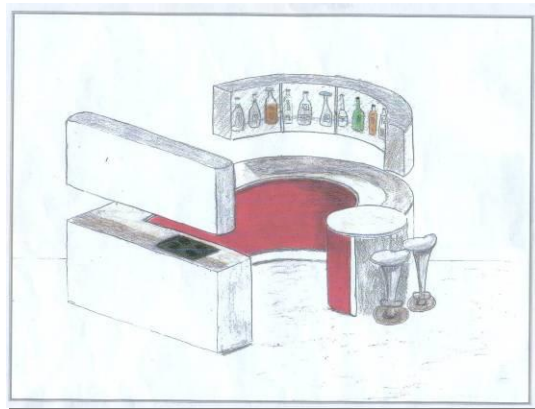
Fritz Koch, First Place, Kitchen and Bath Design, IIDA/ ASID Student Day, 2009

Suzie Dahl, Second Place, Kitchen and Bath Design, IIDA/ ASID Student Day, 2009

Anat Levinger, Third Place, Kitchen and Bath Design, IIDA/ ASID Student Day, 2009

Sonia Singh, Angela DeSilva, Kelsey Erdmann and Suzie Dahl, NWSID Student Day Students displayed their work and were awarded a free year-long membership to NWSID.

Bettina Rasmussen, NKBA Student Design Competition, 3rd Place Kitchen Design 2010-2011. Award included \$1500 and an all expenses paid trip to the award ceremony in Las Vegas, NV.



Bettina's award-winning kitchen design

4 Faculty

The interior design department boasts one full-time instructor. Amanda Ferroggiaro serves in this position as well as Faculty Department Chair and SAC Chair. It is understood that the department is very close to achieving the status necessary to hire another full time faculty member. Until this time the department relies on a group of very talented and dedicated adjunct faculty:

Interior Design Department Faculty – Full Time

Name	Credentials	Courses taught	Other teaching positions:
Amanda Ferroggiaro	MA, NCIDQ*	ID 131, ID 120, ID 132, ID 138, ID 236, ID 234, ID 280	The Art Institute of Portland 2004-07

Interior Design Department Faculty – Adjunct

Name	Credentials	Courses taught	Other teaching positions:
Rebecca Abraham	CAPS	ID 230	
Martin Ballmer		ID 225	
Stephanie Brown		ID 120	Marylhurst University
Ellen Cusick	CAPS	ID 131	The Art Institute of Portland
Robin Fisher	CMKD, CAPS	ID 132, ID 138, ID 238	
Michele Kremers		ID 122, ID 123, ID 135	Marylhurst University
Dorothy Payton	MA, LEED AP, CAPS	ID 121	
Michelle Mueller	LEED AP, CAPS	ID 133	

NCIDQ: National Council on Interior Design Qualification (Exam Passed 2005)

CMKD: Certified Master Kitchen Designer, through the National Kitchen and Bath Asso.

CAPS: Certified Aging in Place Specialist

LEED: Leadership in Energy and Environmental Design

Areas of expertise necessary for the interior design faculty to provide:

- Cultural/ Historical
- Design Theory/ Application of Principles and Elements
- Design Theory/ Programming for clients' needs
- Sustainability (includes design for all abilities and ages)
- Building and Construction Knowledge
- Graphic Communication (drawing)
- Technical (Computer Drafting and 3-D Modeling)
- Context of the Profession/ Professional Practice.

Currently the Interior Design profession relies on the Architectural Design and Drafting Department to provide

- Building and Construction Knowledge
- Graphic Communication (drawing)
However, interior design drawing style is emphasized in other ID courses
- Technical (Computer Drafting and 3-D Modeling)

Interior Design faculty MUST stay current on changes in the profession, sustainability and technical knowledge.

Instructor Qualifications:

What has been seen is that instructors with a working knowledge of AutoCAD have been assigned studio courses. This is needed due to the quick assimilation of AutoCAD in the studio courses: ID 132 Planning Interiors, ID 133 Space Planning, ID 138 Intro to Kitchen and Bath Planning, ID 238, Advanced Kitchen and Bath Planning, and ID 234, Advanced Interiors.

Faculty professional development:

Participation in the NSF Grant by Amanda has had an enormous impact on the perspective of the Interior Design Department. Now, issues of sustainability as they relate to the practice of interior design are incorporated into almost the entire interior design curriculum.

This past year, Todd Sanders and Denise Roy co-P.I's for the grant awarded funds to part time interior design faculty so that they may get Certified Aging in Place Specialist (CAPS) certification through the Home Builders Associate (HBA). This was a very fortuitous event whereby four adjunct faculty members are now CAPS certified.

This new certification has already begun to have an effect on the interior design curriculum, with accessibility criteria now a cornerstone of ID 132, Planning Interiors, and Space Planning, ID 133 taught by Michelle Mueller, one of the CAPS-certified adjunct instructors.

5 Facilities and Support

Currently, the classrooms that house interior design courses are well endowed with projector podiums and necessary audio/ visual technology.

ST-236 on the Sylvania Campus, the main interior design classroom is in desperate need of lighting controls. Once outfitted with a dimming system, the lighting was “repaired” to be an on-off system with “on” being “full illumination”. This lighting level is far too high and is especially distracting during evening courses.

ST-236 will need to offer the Adobe Suite or Photoshop software in the very near future. The Program is behind the curve considerably with its ability to offer courses in this software. Knowledge of Photoshop and Illustrator are, for many positions associated with interior design, necessary for students seeking employment.

ST-236 needs a staffed (part time) materials room. A working materials sourcing room is crucial to student success in interior design. Staffing is needed to maintain the state of the room and the current nature of the products it offers for “sampling”.

Outside of the classroom, interior design students use the Sylvania campus as a sort of observation laboratory. “Field trips” are made to the library to observe lighting techniques. Introductory students are sent on a materials “scavenger hunt” that involves looking for twenty one materials within the CC, TBD and Library buildings.

Advising

The Interior Design program would not be able to serve the students as it does now without Student Support Specialist, Choul Wou. The impact Choul has had on the Program and the students has been remarkable. Choul serves as academic advisor and confidant to many interior design students. Her role serves the Faculty Department Chair greatly. The FDC for Interior Design would not be able to serve on the committees and perform both Department Chair and SAC duties if Choul was not as talented as she is.

Scheduling of interior design courses is done by Elizabeth Metcalf, Architectural Design and Drafting Co-chair, with input from Amanda. This is very important as Elizabeth can be the one person to go to for room needs and assignments. In the last year it was decided that evening courses that once met twice a week would meet once a week for a longer class time. This has been very popular with students and enrollment has increased.

6 Interior Design as a Career Technical Education Program

The Advisory Committee for the Interior Design Program has had profound influence on technology, curriculum and direction. Participants over the years have been:

Name	Company	Year Served	Affiliations & Info.
Jean Burton	Contract Furnishings Mart	2011	NKBA Membership Chair PCC Interior Design AAS Graduate
Ellen Cusisk	Siteworks Ellen Cusick Interior Design	2008	CAPS
Suzie Dahl	Suzie Dahl Interiors and Building Inspection	2011	NKBA, PCC Interior Design AAS Graduate
Molly J. Deas	The Art Institute of Portland	2008	Department Director, Interior Design
JJ DeSouza	Digs Inside & Out, Owner	2008	PCC Interior Design AAS Graduate
Todd Dewey	JD Madison, Owner	2011	
Robin Fisher	Pratt & Larsen, Neil Kelly, PCC	2008, 2009, 2011	CMKD, CAPS
Susan Grady	Susan Grady Interior Design	2008, 2009	Past NWSID President.
Kimberlee Jaynes	Kimberlee Jaynes Interior Design	2008	NWSID
Michele Kremers	Michele Kremers Interior Design, Marylhurst University	2011	ASID
Fritz Koch	Pro Build	2011	ASID PCC Interior Design AAS Graduate
Sharon Olsen	Designers Edge	2009	NKBA Educational Liaison
John Thompson	Wayne Martin, John Thompson Interiors	2011	ASID
Sharon Titus		2008, 2009, 2011	Past NWSID President.



Denise Roy, interim Chair, 2006-'08, Robin Fisher CMKD and Sharon Olsen, AKBD at the NKBA accreditation kick-off event, Winter 2008.

Issues Decided with Input from the Advisory Board:

Advisory Board 2008:

Lead topic for input: *What computer assisted drafting program is most needed by the interior design industry?*

Answer: AutoCAD

Result: The Interior Design Program adopts AutoCAD as its drafting program of choice. Chief Architect is dropped from the program.

Advisory Board 2009:

Lead topic for input: *What about Aging in Place? Should the department pursue curriculum containing this area of expertise? What about sustainability?*

Result: With resounding support for Aging in Place and Designing for all abilities the Interior Design Program moved forward with plans for Design for Accessibility and Aging in Place, DAAP.

Result: Sustainability was no longer a “side” topic but one to be incorporated into almost all parts of an interior design project.

Advisory Board 2011:

Lead topic for input: *What about the economy? What should students of interior design be focusing on?*

Result: While the economic outlook remains weak, the advisory board was enthusiastic about the idea of specialization and refinement of work. Communication is crucial and students must make every effort to learn strong skills and create visually compelling work to show potential employers.

Lead topic for input II: *What about Interior Design Legislation? House Bill 2491 was introduced to the Oregon Legislature in January of this year. It concerns the creation of a title act. How does this affect PCC Students?*

Result: As expected this was an emotional topic. The creation of a title, Registered Interior Designer in this bill requires individuals to have a Bachelors degree in interior design.

Conversation: Important not to let this be divisive. The NKBA nationally works to defeat all state-sponsored interior design legislation.

Update: HB 2491 did not move forward this year.

THANK YOU, ADVISORY BOARD MEMBERS!

6 Interior Design as a Career Technical Education Program

Degree and Certificate Outcomes

Over the last four years considerable change has been made to the outcomes of the AAS degree and the interior design certificates. Most of these changes took place fall term 2010. In fact, before then there were no published outcomes for the Interior Furnishings certificate!

The outcomes and the related assessment are as follows:

Associate of Applied Science in Interior Design

Stated Outcome	Core College Outcome	Assessment technique
Demonstrate the application of the principles and concepts of color and design through the creation of residential client-based projects	Critical Thinking and Problem Solving Communication	ID 131, <u>Introduction to Interiors</u> , color exercises.
Produce architecturally accurate drawings to demonstrate technical skills	Communication	<u>ARCH 111, Working Drawings</u> , project set
Incorporate and articulate appropriate historical perspectives in creating residential projects	Critical Thinking and Problem Solving, Self Reflection	ID 132 Planning Interiors and ID 234, Advanced Interiors, solving for client needs & concept boards
Demonstrate research and evaluation skills in the selection and use of products/ materials including sustainable design applications.	Community and Environmental Responsibility	<u>ID 121, Sustainable Materials</u> , final project
Apply building and Americans with Disability Act codes to residential design projects	Cultural Awareness	<u>ID 133, Space Planning</u> capstone project.
Demonstrate an understanding of professional practice methodology, ethics, selling techniques, and communication/ listening skills	Professional Competence	ID 135, Professional Practice, final project
Demonstrate skills in leadership, negotiation, interpersonal and teamwork communication	Communication, Professional Competence, Self Reflection	ID 121, Sustainable Materials, team project.

Changes to the Degree

Changes to the degree based on industry need and input are outlined in the **Curriculum** section. Please see table of courses and changes made there.



Digs Inside and Out, a retail store with design services in NE Portland, Owner is JJ de Souza, a PCC Interior Design graduate.

Interior Furnishings Certificate:

Stated Outcome	Core College Outcome	Assessment technique
Source and specify interior furnishings that include furniture, finishes, floor coverings, light fixtures and window treatments.	Critical Thinking and Problem Solving Professional Competence	<u>ID 120, Materials/Products for Interior Design</u> <u>ID 230, Textiles for Interiors.</u> Exam competency, final projects.
Demonstrate skills associated with the sales industry side of the interior design and decorating professions.	Communication Professional Competence	<u>BA 238, Sales</u> <u>ID 135 Professional Practice, Final Project.</u>
Guide interior design and decorating clients in procuring appropriate furnishings.	Critical Thinking and Problem Solving, Communication Professional Competence.	<u>ID 120, Materials/Products for Interior Design</u> <u>ID 230, Textiles for Interiors.</u> Presentations in both course and final projects for communication.

Academic changes to the Interior Furnishings Certificate are shown in the **Curriculum** section. Outcomes for this certificate are new this year and will be published in the 2011-12 Catalog.



Kitchen Design by Carol Jensen, PCC Interior Design class of 2009

Kitchen and Bath Certificate

Stated Outcome	Core College Outcome	Assessment technique
Identify aesthetic and spatial requirements for a project, by observation of space and client interview; create design solutions using elements and principles of design.	Critical Thinking and Problem Solving Communication	<u>ID 138, Intro to Kitchen and Bath Planning, Final Project</u>
Apply universal and accessible design criteria to meet client needs.	Communication	<u>ID 132, Planning Interiors, Final Accessible Design</u>
Incorporate environmental considerations, using knowledge of sustainable building practices and specification of sustainable products, materials and appliances.	Critical Thinking and Problem Solving, Self Reflection	<u>ID 121, Sustainable Materials, final project</u>
Prepare contract documents, using industry standards for written and graphic communication.	Communication	<u>ID 238, Advanced Kitchen and Bath Planning, project set</u>

Academic changes to the Interior Furnishings Certificate are shown in the **Curriculum** section. Outcomes for this certificate are new this year and will be published in the 2011-12 Catalog.

Design for Accessibility and Aging in Place - DAAP

Stated Outcome	Core College Outcome	Assessment technique
Upon completion of the DAAP Certificate a student should be able to identify design criteria required for universally-designed residential interiors.	Critical Thinking and Problem Solving	<u>ID 132, Planning Interiors, Final Accessible Design</u>
Upon completion of the DAAP Certificate a student should be able to consult with other designers, builders and architects on design requirements for interiors that do not discriminate based on the ability of clients and users.	Communication	<u>ID 132, Planning Interiors, Final Accessible Design</u>

The DAAP Certificate is new and will be in the 2011-12 Catalog.

6 Interior Design as a Career Technical Education Program

Job Placement and Compensation for Students

Current economic conditions have made finding a job as a designer or in related fields such as kitchen and bath design, sales and design marketing difficult for our graduates.

In 2007 nineteen interior design students were placed in internships all within the same spring term.

Spring term 2010 saw the dismantling of the internship program to provide individualized positions and to run the program as a combined effort between Interior Design and Cooperative Ed.

Employment Outcomes of PCC Degree – Attainers with Career/ Technical Majors reports the following data for Degree Cohort 2008-07 for calendar year 2008:

Median Hourly Range: \$20.90. This ranged from \$17.45 (low) to \$24.36 (high)

PCC Interior Design Questionnaire conducted in 2008 and sent to graduates from years 2005-07 reported the following:

not reported	not working in design	\$14-\$17 hour	\$18-\$25 hour	\$26-\$40 hour	\$41-\$50 hour	\$51-\$100 hour
1	1	6	1	1	1	4

Total number of graduates reporting: 15

The department counsels students that the hourly wage for entry level interior designers and draftspersons is \$15-\$20/ hour.

Sales positions are difficult to quantify as they are often compensated greatly with a commission. These positions are in the furnishings industry primarily.

Other areas where students have found work:

- Light fixture sales
- Professional Organization
- Home Staging for Real Estate sales
- Sales for interior design product: showroom sales

Job Placement and Compensation Summary

To summarize, it is a difficult time for interior design and the prospects for interior design students are not as strong as they were three years ago. Enrollment in interior design courses continues to climb and this is due in large part from three factors:

1. New focus on accessibility and aging in place
2. The inclusion of interior design coursework in the Residential Design Degree through Architectural Design and Drafting Department
3. Students are seeking a rewarding profession and to go back to school for a creative profession.

The AARP, American Association of Retired Persons has stated in their Fact Sheet on Housing Policy Solutions to Support Aging in Place, “the demand for quality, affordable, accessible housing in close proximity to services and other amenities will only increase”. (March 2010)

Barriers for Students

Time and money are the two biggest factors to students not completing a degree or certificate within the Interior Design program. Design courses by nature are very time consuming. The flexibility that PCC offers students to take time off and then return is very helpful to many students.

The presence of the Interior Design Collaborative of Oregon which seeks to introduce and help pass legislation regarding the practice of interior design is not an entirely positive force for our students. The latest attempt, House Bill 2491 introduced by the group in January of this year sought to create a title of “Registered Interior Designer” that would require such an individual to have a four year degree. While this is intended not to affect designers who work solely on single family residences, the bill was still considered “too broad” in its scope and did not pass committee review.

Interior Design organizations that support our students are:

The American Society of Interior Designers, ASID
The National Kitchen and Bath Association, NKBA
The Northwest Society of Interior Designers, NWSID

7 Recommendations

1. Hire one additional full time instructor in Interior Design
This would provide more opportunity for collaboration between faculty and department chair. There would be diversity in SAC decisions. There would be more faculty presence in the department.
2. Create a course in digital rendering for design that would teach students Adobe Photoshop and InDesign programs.
3. Reach out to high school students in many areas that PCC serves. Present the prospect of Interior Design as a course of study and profession. This is to promote diversity in the program.
4. Staff the Materials Room (this appears to be happening as this document is taking shape)
5. Professional development funds for faculty and technology – perhaps release time for full time faculty to take courses in AutoCAD and Sketch Up
6. Create a light box lab for installation in the materials room. This will aid in the instruction of lighting and give students hands on experience with various light sources.
7. Create reference boards to be mounted around ST-236: architectural trim styles, materials, detailing ideas. This could take place along the same time as the renovations to the ST building from the bond measure take shape.

Interior Program Review Appendix – Catalog Page

Interior Design

Sylvania Campus
Science & Technology Building (ST), Room 208
503-977-4166, 503-977-4030

www.pcc.edu/programs/interior-design

Career and Program Description

Interior designers specialize in creating uniquely defined environments that cater to the spatial needs and functional requirements of its user, drawing from a diverse set of skills. Students in this program learn to apply design principles and techniques to professional planning, equipping, and furnishing of residential interior spaces. Specializations within the program of study also include Kitchen & Bath Design and Sustainable Building Design.

Degree and Certificates Offered

Associate of Applied Science Degree

Interior Design

Two-Year Certificate

Kitchen and Bath

Less than One-Year Certificate

Interior Furnishings

Sustainable Building

Prerequisites and Requirements

College level reading and writing skills and basic math skills are required. Individual courses may have prerequisites which are included in the course description. A C or better is required in all coursework in this major. Pass/No Pass grades are not accepted for interior design coursework.

PCC's Interior Design program is the only two-year degree program in residential interior design available in Oregon and Southern Washington. Our graduates are sought by employers for their unique abilities: adept design problem solving, ability to draw from historical traditions, and effective communication skills. The curriculum includes a range of courses from Interior Design, Architecture, Art and Business. Students gain hands-on experience through an internship program. Articulation agreements are in place with several local colleges for those wanting to pursue related bachelor degrees.

The degree program prepares students for an entry-level position as an interior designer, or for more advanced placement in the wholesale or retail sales business. Emphasis is placed on a broad scope of courses which are application-oriented. Students must finish the Interior Furnishings Certificate before or concurrently with this option.

INTERIOR DESIGN AAS DEGREE

Minimum 103 credit hours. Students must also meet Associate Degree Comprehensive Requirements and Associate of Applied Science Requirements. Students must complete a total of sixteen credits of General Education. Some courses specified within the program may be used as General Education. Students should consult with program advisors for course planning.

Interior Design Degree Credit Summary

ID 42

ARCH 25

Remaining General Education 9

ART 6

ID Degree Electives 6

SP 4

WR 4

MTH 4

BA 3

Credit Total 103

Interior Design Program Review

Course of Study

The coursework listed below is required. The following is an example of a term-by-term breakdown.

First Term

ARCH 110 Introduction to Architectural Drawing 2
ID 131 Introduction to Interiors 3
ART 131 Introduction to Drawing* 3
General Education 4
MTH 65 Introductory Algebra 4

Second Term

ID 125 Computer Drafting for Interior Designers 3
ARCH 100 Graphic Communication for Designers 3
ARCH 124 Introduction to Building Systems 3
ID 120 Interior Products and Materials I 3
WR 121 E English Composition 4

Third Term

ID 236 Lighting Design 3
ID 132 Planning Interiors 3
ARCH 200 Principles of Architectural Design 4
SP 130 Business & Professional
Speech Communication* 4
or
SP 111 Public Speaking* 4

Fourth Term

ID 133 Space Planning and Design 3
ID 138 Introduction to Kitchen and Bath Planning 3
ID 230 Textiles for Interiors 3
ARCH 101 Architecture Graphics I 3
ARCH 132 Residential Building Codes 2
ID 122 History of Furniture-Ancient to 1800 3

Fifth Term

ART 215 History of American Residential Architecture 3
ID 135 Professional Practices for Designers 3
ARCH 111 Working Drawings I 3
ID 121 Sustainable Materials for
Residential Interiors 3
ID 123 History of Furniture-1800 to Present 3
ARCH 121 Structural Systems I 2
ARCH 127 Introduction to Goggle Sketch-Up 3
ID Degree Electives 3

Portland Community College • 2010-2011

Sixth Term

ID 234 Advanced Interiors 3
ID 240 Interior Design Internship 3
BA 238 Sales 3
General Education 5
ID Degree Electives 3

**Could be used as General Education*

Interior Design Degree Electives

ART 115 Basic Design 3
ART 116 Basic Design 3
BCT 244 Kitchen and Bath Cabinet Installation 2
ID 225 CAD for Kitchen and Bath Design 1
ID 238 Advanced Kitchen and Bath Planning 3
ID 280A CE: Kitchen and Bath varied

KITCHEN AND BATH CERTIFICATE

Minimum 62 credit hours. Students must also meet certificate requirements. The Kitchen and Bath Certificate is a related certificate. All courses within the certificate are contained in the Interior Design AAS Degree.

Kitchen and Bath Certificate Summary

ID 31
ARCH 15
BCT 2
BA 3
ART 3
WR 4
MTH 4
Credit Total 62

Course of Study

The coursework listed below is required. The following is an example of a term-by-term breakdown.

First Term

ARCH 100 Graphic Communication for Designers 3
ARCH 110 Introduction to Architectural Drawing 2
ARCH 124 Introduction to Building Systems 3
ID 125 Computer Drafting for Interior Designers 3
ID 131 Introduction to Interiors 3

Second Term

ID 121 Sustainable Materials for Residential Interiors 3
ID 132 Planning Interiors 3
ID 133 Space Planning 3
ID 138 Introduction to Kitchen and Bath Planning 3
WR 121 English Composition (or higher) 4

Third Term

BCT 244 Kitchen and Bath Cabinet Installation 2
ID 135 Professional Practice for Designers 3
ID 225 CAD for Kitchen and Bath Design 1
ID 236 Lighting Design 3
ID 238 Advanced Kitchen and Bath Planning 3

Fourth Term

ARCH 111 Working Drawings I 3
ARCH 121 Structural Systems I 2
ARCH 132 Residential Building Code 2
ART 215 History of American Residential Architecture 3
BA 238 Sales 3
ID 280A CE: Kitchen and Bath 3
MTH 65 Introductory Algebra (or higher) 4

SUSTAINABLE BUILDING CERTIFICATE

Minimum 42 credit hours. Students must also meet comprehensive certificate requirements.

Sustainable Building Certificate Summary

ARCH 24
ESR 4
PHL 4
SOC 4
BCT 3
ID 3
Credit Total 42

Course of Study

The coursework listed below is required. The following is an example of a term-by-term breakdown.

First Term

ARCH 101 Arch Graphics I 3
ARCH 124 Introduction to Building Systems 3
ARCH 131 Sustainable Building Strategies 4
ESR 171 Environmental Science 4
Or ESR 172 Environmental Science 4

Second Term

ARCH 224 Passive & Active Bldg Systems 4
BCT 206 Sustainable Const. Practices 3
ID 121 Sustainable Materials for Res Interiors 3
PHL 206 Environmental Ethics 4

Third Term

ARCH 113 Site Planning 2
ARCH 204 Green Residential Studio 4
ARCH 280 CE: Arch Drafting 4
SO C 228 Environmental Sociology 4

INTERIOR FURNISHINGS CERTIFICATE

Minimum 41 credit hours. Students must also meet comprehensive certificate requirements. The Interior Furnishings Certificate is a related certificate. All courses within the certificate are in the Interior Design AAS Degree.

Interior Furnishings Certificate Summary

ID 27
ARCH 8
ART 3
BA 3
Credit Total 41

Course of Study

The coursework listed below is required. The following is an example of a term-by-term breakdown.

First Term

ARCH 110 Introduction to Architectural Drawing 2
ID 131 Introduction to Interiors 3
ART 131 Introduction to Drawing 3
ARCH 124 Introduction to Building Systems 3
ID 122 History of Furniture- Ancient to 1800 3

Second Term

ARCH 100 Graphic Communication for Designers 3
BA 238 Sales 3
ID 120 Interior Products and Materials I 3
ID 123 History of Furniture- 1880 to Present 3
ID 132 Planning Interiors 3

Portland Community College • 2010–2011

Third Term

ID 121 Sustainable Materials for Residential Interiors 3
ID 133 Space Planning 3
ID 135 Professional Practices for Designers 3
ID 230 Textiles for Interiors 3

COURSE DESCRIPTIONS

ID 120 Interior Products and Materials I 3 Analysis and evaluation of products utilized in the design profession including selecting case goods and upholstered goods, and emphasis on measuring and specifying floor coverings and window treatments. This course is recommended for ID 121, Interior Products/Materials II. Prerequisite: ID 131; WR 115 or placement into WR 121; MTH 20 or placement into MTH 60.

ID 121 Sustainable Materials for Residential Interiors 3 Analysis and evaluates materials utilized in interior design including walls, ceilings, counters, accessories, and other products. Prerequisites: ID 120, WR 115 or placement into WR 121; MTH 20 or placement into MTH 60.

ID 122 History of Furniture-Ancient to 1800 3 Studies and analyzes styles of furnishings from antiquity through the 18th century. Includes contemporary usage as well as the mixing of period furniture styles.

ID 123 History of Furniture-1800 to Present 3 Studies and analyzes furnishings from the 19th century to the present. Includes contemporary usage as well as the mixing of period furniture styles. Prerequisites: ID 122; WR 115 or placement into WR 121.

ID 125 Computer Drafting for Interior Designers 3 Introduces AutoCAD software as a design and drafting tool for architecture and interior design. Only one of ID 125, ARCH 126, or DFT 126 can be taken for credit. Prerequisite: ID 131. Prerequisite/concurrent: ID 132.

ID 131 Introduction to Interiors 3 A study of the design elements and principles as applied to interiors. Includes skill development in drawing floor plans, analyzing furniture arrangement, and basic techniques for creating interior design presentation boards including floor plans, color boards, and elevation drawings. Prerequisite/concurrent: ARCH 110.

ID 132 Planning Interiors 3 Covers designing interiors utilizing design and furniture arrangement skills, and developing skills in selection of furniture, floor coverings, wall and window treatments, color, fabric and pattern, lighting and accessories. Prerequisites:(ARCH 126 or ID 125), ARCH 110, ID 131

ID 133 Space Planning 3 Studies functional and aesthetic design requirements in residential space planning, kitchens and storage spaces. Relates housing aspects to needs of individuals, families, and special groups. Prerequisites: ID 131 or ARCH 201, ARCH 110, ARCH 124, and placement into MTH 60 and WR 121. Prerequisite/Concurrent: ARCH 100.

ID 135 Professional Practices for Designers 3 Covers the business aspects of Design. Includes topics on ethics, contracts, licensing, ordering, client- designer relationships, costs, billing and fee structures, and legal considerations. Prerequisites: (ID 132 or ID 133) AND placement into MTH 60.

ID 138 Introduction to Kitchen and Bath Planning 3 Incorporates basic functional and aesthetic design principles for residential kitchen and bath planning, and chronicles the kitchen and bath planning process from conceptual design to construction completion. Prerequisites: ID 131, (ID 125 or ARCH 126 or BCT 105)

ID 225 CAD for Kitchen and Bath Design 1 Introduces kitchen and bath design software as a drafting tool and its applications to the kitchen and bath planner. Covers the creation, retrieval and modification of drawings using basic commands. Advances prior knowledge of Kitchen and Bath design skills. Prerequisites: ID 138, ID 125 or ARCH 126 or BCT 105.

ID 230 Textiles for Interiors 3 Provides students with knowledge and critical thinking skills required for the identification, selection, usage and care of textile products. Prerequisite: WR 115 or placement into WR 121.

ID 234 Advanced Interiors 3 Creative problems in interior design intended to develop an analytical approach to interiors. Based upon individual projects and includes advanced presentation skills. Prerequisites: ID 121, 123, 132, 133, 138; ARCH 101, 111, 124, 127. Prerequisite/concurrent: ID 135.

ID 236 Lighting Design 3 A study of interior lighting as it relates to residential interiors including terminology, lamps, fixtures, cost factors, developing lighting plans, design techniques and energy saving concerns. Prerequisites: ARCH 110; ID 131 or ARCH 201; Placement into MTH 60 and WR 121.

ID 238 Advanced Kitchen and Bath Planning 3 Incorporates advanced understanding of design principles and elements to analyze and evaluate functionality and aesthetic principles for residential kitchen and bath planning. Includes Universal Design as it relates to the kitchen and bath and incorporates an advanced understanding of the guidelines as established by the National Kitchen and Bath Association. Prerequisites: (ID 138 or ARCH 121 or BCT 229); (ARCH 132 or INSP 151) Prerequisite/concurrent: ID 225.

ID 240 Interior Design Internship 3 Supervised and educationally directed internship. Weekly lectures relate on-the-job experiences with academic program. Prerequisites: ID 120, 121, 122, 123, 131, 132, 133, 135, 138, 236; ARCH 101, 111, 124. A "C" grade or better is required in all prerequisites.

ID 280A Cooperative Education: Kitchen and Bath Work or observe on approved job sites. Student receives as varied and complete an experience as possible under job conditions. Credits are variable and based on the number of clock hours students spend on job site. Must be coordinated with the supervisor, instructor, and cooperative education specialist. Department permission required.

Plan for Assessment of Program Outcomes: Associate of Applied Science in Interior Design

Portland Community College. Amanda Ferroggiaro, SAC Chair for Interior Design

Stated Program Outcome	Course supporting this outcome	Project demonstrating student achievement of outcome	Term to be evaluated and project(s) archived	Comments
Demonstrate the application of the principles and concepts of color and design through the creation of residential client-based projects.	ID 131 Introduction to Interiors	In class exercise on color	Fall 2010, Winter 2010	Students create and then critique various color schemes using materials for interior design based on color theory.
	ID 236 Lighting Design	Project 1 – Entry Lighting	Fall 2010, Spring 2011	Students answer the design challenge with appropriate lighting specification and color selection.
Produce architecturally accurate drawings to demonstrate technical skills.	ARCH 111 Working Drawings	Final Project Drawing Set	Winter 2011	Capstone project: a complete set of construction documents for a small house. Drawings are executed according to established architectural standards.
	ID138 Introduction to Kitchen and Bath Planning	Final Project Drawing Set	Winter 2011	Final project: complete set of drawings for a kitchen and bathroom drafted to NKBA (National Kitchen and Bath Association) standards.
Incorporate and articulate appropriate historical perspectives in creating residential design projects.	ID 123 History of Furniture – Ancient/ 1800	Notebook Project	Fall 2010	Students produce a compilation of the historical design styles from antiquity through the 19 th c. Includes a contemporary interpretation of these styles.
	ID 132 Planning Interiors	Group Project – Design Styles	Winter 2011	Group project analyzing the work of a contemporary

Interior Design Program Review

				designer and their influence of history on their work.
Demonstrate research and evaluation skills in the selection and use of products/ materials including sustainable design applications.	ID 120 Interior Products/ Materials	Final Project – Kitchen Design	Fall 2010	Students specify thirteen materials for a large kitchen.
	ID 121 Sustainable Materials for Residential Interiors	Group Project – Airstream Trailer	Winter 2011	Full selection and specification of materials based on sustainability research for a small residential project.
Apply building and Americans with Disability Act codes to residential design projects	ARCH 132 Residential Building Codes	Final Exam	Spring 2011	
	ID 133 Space Planning	Adaptive Reuse project	Winter 2011	
Demonstrate an understanding of professional practice methodology, ethics, selling techniques, and communication/ listening skills	ID 131 Introduction to Interiors	Office Project Presentation	Spring 2011	Students are given instruction on how to present their final design solution to the class and their future clients.
	ID 135 Professional Practices for Designers	Final Notebook Project	Winter 2011	Students produce formal specifications, contracts and sales contracts for this course.
Demonstrate skills in leadership, negotiation, interpersonal and teamwork communication.	ID 121 Sustainable Materials for Residential Interiors	Group Project – Airstream Trailer	Winter 2011	Students work in a team throughout the term to conceive of and execute a design for a client to whom they present their design solution to.
	ID 234 Advanced Interiors	Final Design Project – Capstone Degree Project	Spring 2011	Students work individually with an actual client to provide design solutions for three areas of the client's home. Students are in contact with the client throughout the term and the final

Interior Design Program Review

				design solution is presented formally at the end of the term.
--	--	--	--	---