
**PORTLAND COMMUNITY COLLEGE
INTERIOR DESIGN PROGRAM REVIEW
2002**

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Overview - Goals and Philosophy:

Our goal as educators, whether full-time or adjunct, is to help students reach their objectives by being facilitators of learning, where students are shown by example and in classroom exercises how to think critically and how to find information through a process that will last a lifetime. We believe that any one of any age, gender, race, economic level, or culture who cares about their surroundings and therefore wants to know how to create effective, well designed spaces should be able to find the necessary information to make that impact happen. We also want to present a realistic view of the interior design industry for those seeking employment opportunities so that they are prepared with the skills and knowledge that are relevant to today's industry. Our approach tends to be a pragmatic one, and demonstrates our belief that students need hands-on experiences that replicate those required by employers. Our goals and philosophy are consistent with those of Portland Community College.

Faculty members share their passion to learn and their enthusiasm for the world of interiors. They effectively organize material in order to communicate. They are open and honest with students, and see their role as members of the student's support team. The student's individuality and uniqueness are valued. These attributes are some of the real strengths of the interiors faculty in the classroom. All of the faculty have or currently work in the industry, specifically in architecture, commercial, and residential design.

The interior design program has grown from just a few class offerings in the late 1980's when students were frustrated that there was no certificate or degree to identify the body of work that they had accomplished to a 2 tiered interiors program that has a 40 credit Certificate of Interior Furnishings and a 91 credit Associate of Applied Science Degree in Interior Design. Both programs are interdisciplinary which requires students to experience a variety of people, theories, and disciplines in order to be well-rounded individuals and practitioners of interior design.

A significant addition to this program has been the signing of an articulation agreement between PCC and Marylhurst College. PCC students can transfer to this local 4-year institution to continue their education and earn a Bachelor of Fine Arts Degree in Art with a Concentration in Interior Design or a Bachelor of Arts Degree in Art. Each year a number of our students transfer to Marylhurst, and an added benefit to PCC is that Marylhurst students take course work here. In 2001, an articulation agreement was signed between PCC and Art Institute of Portland, which offers a Bachelor of Science Degree in interior design. This agreement increases the opportunities our students have in transferring to quality 4-year programs. The faculty is currently working on a similar agreement with Oregon State University.

Our goals for both course and program development are based on real world relevancy, and the integration of academic and vocational skills. In all of our courses, students use skills in reading, writing, math, time management, organization, and problem-solving. They do research via the computer, by visiting designers and design showrooms, and by meeting with guest lecturers.

One of our most important goals is to integrate the use of computers into each class. Faculty members have taken a variety of coursework including computer drafting, web based education, using digital images and more. Students currently use the Internet to research environmental issues and product specifications, history of furniture images and descriptions, space planning issues and information. Our goal is that each student workstation will have computer access for both drafting and research activities. In the fall of 2002, we moved into a new classroom facility, which provides each student with a computer and drafting workstation. This facility is outstanding in providing students with a high level of access to current drafting software and other computer programs, the internet, high quality hand drafting equipment, and an updated resource library.

Outcomes and Assessments:

Reflect upon and examine teaching methodologies, learning outcomes, and curriculum

Evaluate the curriculum using national and/or professional discipline/program guidelines where available:

According to FIDER, a national accreditation organization in the interior design industry, “the professional interior designer is qualified by education, experience, and examination to enhance the function and quality of interior spaces for the purpose of improving the quality of life, increasing productivity, and protecting the health, safety, and welfare of the public.” FIDER (Foundation for Interior Design Education and Research) as well as the National Council for Interior Design Qualification and major interior design associations across North America have endorsed this definition. We strive to prepare students to meet this definition at the entry level for the profession.

Historically, FIDER provided accreditation opportunities to schools with 2 – 5 year programs. They have recently redefined their position and now seek to accredit programs that meet the definition of a ‘professional level’ program. This program level now applies to those programs that are 3 – 5 years in length, and include at least 45 credits of general education course work. This 3 – 5 year level of course work also provides students with experience in both residential and commercial design, with a heavier focus on commercial work. Not all professionals agree on this level of education, thus a variety of successful educational programs exist. PCC is an exemplary model of a 2-year program that is well respected and recommended within the Portland design community.

NCIDQ, the organization that creates the national qualifying exam, has stated that the minimum level of education to sit for the exam is 2 years. This level of education plus 4 years of experience would qualify a student to take this exam. Two professional organizations, ASID (the American Society of Interior Designers) and IIDA (the International Interior Design Association) also set 2 years of education as the minimum required for access to membership. The PCC program has been designed to meet the membership requirements for these organizations, and to meet the educational needs of students specializing in residential design.

It is often best to look at this industry from two viewpoints: 1) that of the 'profession'; and 2) that of the 'industry'. As described above, this is the 'profession's' view while the 'industry' has a much broader view and seeks to employ those best qualified with skills and experiences to meet their client needs. Also, the profession's viewpoint is strongly related to commercial design practice. The PCC interior design advisory committee made the decision in the early 1990's to focus on preparing students for residential design practice, and felt strongly that a two-year program would be quite successful in meeting these needs. There are dozens of community college programs throughout the U.S. whose programs meet the needs of the design industry at the 2-year level, including Washington, California and Texas.

Legislation will, in the future, play a role in determining the educational needs of those seeking professional identification. Twenty-six states currently have legislation related to interior design practice. All require the same three components of education, experience, and the passing of an exam. These are the same requirements used for membership in professional organizations as noted earlier. Oregon has proposed legislation in the last two legislative sessions, and will, in 2003, again go to the state for passage of a title/practice act. The PCC program currently meets the educational component required. In Portland, residential practitioners often do not have a formal interior design education. It is the intent of the advisory committee and faculty that PCC will play a vital role in preparing members of the residential profession to meet the educational requirements of the legislation.

Thus, in evaluating our curriculum, we have designed a comprehensive program that is interdisciplinary in its scope including course work in interiors, art, architecture, business, communication, and technology, including the use of computers. This program reflects the strong input of our advisory committee, which is made up of full-time and adjunct faculty, practicing professionals, and program directors from 4-year universities and colleges. In addition, we have established two articulation agreements with these same 4-year programs (Marylhurst University and Art Institute of Portland), and are working to complete a third with Oregon State University. Marylhurst University recently went through their FIDER accreditation visit. We share several faculty members, and many Marylhurst students use classes from PCC to complete their bachelor degrees. Several of our faculty also teach at Art Institute. Art Institute will be going through their FIDER accreditation visit next year.

Review and revise where necessary learning outcomes for the discipline/program and/or for any sequence of courses within the discipline/program:

Last summer, our advisory committee met for a program outcomes planning session. The following program outcomes were developed.

Students will be able to:

- ❑ Demonstrate the application of the principles and concepts of color and design through 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 American with Disability Act codes to residential design projects
- ❑ Demonstrate an understanding of professional practice methodology, ethics, selling techniques, and communication/listening skills
- ❑ Demonstrate skills in leadership, negotiation, interpersonal and teamwork communication

Give evidence that the discipline/program learning outcomes are being met by students:

Following the creation of the program outcomes, the advisory committee reviewed and revised the curriculum in the fall of 2001. The new program was approved during the winter 2002 term. At this time, the program is in transition from using Course Content Guides to writing and using Course Outcome Guides. Our full-time faculty member has participated in the Learning Outcomes program offered by the college. One course has been rewritten using the new guidelines, and now that the program outcomes have been defined, the other COGs will be developed.

Describe how the courses in this discipline/program address the College Core Outcomes:

Critical Thinking and Problem Solving: Creating appropriate functional and aesthetic interiors requires critical thinking and problem solving skills. Students must ascertain client needs, define the program and create the design concept, study a variety of possible solutions, select and implement the design through drawings and related documents, and evaluate the results.

Professional Competence: All faculty in this program demand a high level of professionalism in both the content and presentation of design projects. Anecdotal feedback indicates that students are successful in pursuing careers and/or transferring to four-year institutions with these skills.

Communication: All aspects of interior design involve communication. Students must be able to listen effectively to understand client needs, write clearly in creating

appropriate business and legal documents, create visual presentations to communicate ideas, and deliver oral presentations to convey design concepts and sell ideas. Classroom projects require that all of these skills be demonstrated for successful completion.

Cultural Awareness: The practice of interior design requires students to evaluate client needs, and the appreciation of cultural diversity is essential to completing this aspect of the design process successfully. The utilization of space, selection of color and pattern, and furniture styles, for example, are dependent upon cultural background. In today's classroom, students from India, Indonesia, Japan, Thailand, and Europe share their cultural backgrounds, and faculty address the need for a raised awareness level in order to meet client needs.

Environmental Responsibility: Interior design is the practice of creating functional and aesthetically pleasing interiors to enhance quality of life. Design is not practiced in a vacuum, and therefore requires design practitioners to understand and respond to human needs, to utilize resources in a responsible way, and to understand the consequences of human habitation.

Self-Reflection: The success of any interior design project requires designers to be self-critical of their own work, to understand the values they hold and those of their clients. Design practice requires close relationships that support cooperation, a positive attitude, negotiation and compromise.

To maintain instructional quality consistent with standards of excellence within the discipline/program.

Assess the success of the discipline/program in contributing to the College mission.

The interior design program supports the mission of the College by providing a quality education open to all. Students in any given class will range in age from 17 to 70, hail from countries such as Japan, Thailand, Indonesia, Poland, Holland, and Iran, represent economic diversity, and educational levels ranging from high school to PhDs. Each is supported in reaching his/her individual goals whether for personal growth or professional enhancement. Students can choose from a 1-year certificate or a 2-year associate degree program, or they can transfer to one of two 4-year colleges for completion of a bachelor's degree.

The PCC interiors program partners with business by providing an informal placement service through the program coordinator's office, requires an internship of each 2-year graduate before entering the profession, and utilizes showrooms, design studios, and other industry resources to enhance student experiences. Our students are well prepared with entry-level skills and knowledge required for the workforce.

All interior design faculty have educational and professional experience in the field. They support open and honest communication with students and model the importance

of communication in effective client relations. Faculty challenge students with projects that demand original ideas and creative solutions. Specific projects encourage teamwork and cooperation.

Report any changes the SACC has made to instructor qualifications and the reasons for the changes.

Instructor qualifications for full-time faculty have not changed. A master's degree plus work and teaching experience are essential. For adjunct faculty, we look for someone with a bachelor's degree plus design and teaching experience. Upon occasion, we have adjusted our criteria and hired adjunct instructors with excellent professional experience and no formal design education and/or teaching experience. In several instances, this has worked out well, and we have been able to utilize faculty with many years of high quality design practice and excellent public presentation skills that translate effectively to the classroom. Overall, finding well-qualified faculty has been difficult. Our conclusion has been that faculty with the three essential elements, education, and work and teaching experience, assures the greatest success in the classroom.

Describe how the students in this discipline/program are using the library or other outside the classroom information resources.

Students in the design program are required to do a wide variety of projects, including library and internet research for papers; product information research via visits to design suppliers, showrooms, and designer studios; professional development assignments within the design and architectural community; and internships.

To respond to the changing needs of students and the community.

List the professional development activities of the faculty over the last three years and describe any instructional or curricular changes made as a result of those activities.

Professional Development Activities – JoAnn M. Thomas 1999 – 2002

- Enhanced computer knowledge through seminars in WebCT, PowerPoint, slide scanning; attended 16 hour class on Intermediate Chief Architect software
- Completed Articulation Agreement with Art Institute of Portland
- Presented educational seminars for the Northwest Society of Interior Designers and the local chapter of the National Kitchen and Bath Association
- Attended IDEC (Interior Design Educators' Conference) in Las Vegas
- Completed Learning Outcomes III course with Dr. Ruth Stiehl
- Textbook reviewer for text on professional practices for interior designers
- Guest reviewer in design studios at Marylhurst University and Art Institute
- Incorporated new teaching techniques into classroom activities including learning styles, group work and critique sessions; expanded use of assessment tools

- Took full term coursework in computer aided drafting including 3 cr. AutoCAD, and 3 cr. Chief Architect
- Attended professional seminars, trade shows, organization meetings
- Read professional literature in the field of interior design
- Professional Memberships: Northwest Society of Interior Designers, International Interior Design Association
- Ongoing creation and updating of slide collection (approx. 1000) for classroom use; exploration of methods to convert collection to digital images
- Guest speaker on interior design careers/education for high school and middle school classes
- Set up and managed display booth at IIDA/AIA/CSI Products Fair

Professional development has played a role in inspiring changes in the interior design curriculum in order to meet the needs of the industry.

Describe any significant shift in student demographics within your discipline and how has impacted instruction.

Classroom observation and advising conversations have suggested two major changes in student population: 1) the average age of our students is dropping; and 2) more students are completing the full 2-year associate degree program. Students in this program have been between the ages of 17 and 70, but in the past, the majority were in their 30's and 40's. Many of these students were looking to make a career change or taking the program for personal interest. The number of students under 30 has increased noticeably with many coming right from high school. These age differences continue to stimulate classroom discussion and activities as different viewpoints are shared and evaluated.

The major change that we have seen is in the number of students pursuing the degree option. In the last 3 years, this number has grown dramatically. This has been seen in the number of graduation petitions filed, conversations with advisees, and the large increase in the capstone classes for the 2-year program, internship and advanced interiors. In 2000, there were 2 students in advanced interiors, today there are 20, and there are 17 in this year's internship class. Having the associate degree option has fueled this growth.

Another change that has been seen over the last 5 years has been the increased need for daytime classes. Early on, this program was evenings only. Each year demand has grown for daytime classes. We have gone from 17 sections of classes per year to 25 in 2001-2002. Approximately half are in the day. In addition, although the number of full-time students has increased, the majority of our students attend part-time.

During spring term 2002, the following survey was given to all interior design classes for completion. The purpose was to understand the demographics and needs of our current students. Who is the PCC interior design student? The majority are white females under 35 years of age who work 20 hours or more per week and go to school part-time. They are interior design majors who intend to complete their associate

degree as a career choice who want day/evening classes and no Friday or weekend classes. They attend PCC because of the reasonable cost, and 94% are satisfied or very satisfied with the program and find it appropriately challenging.

**PORTLAND COMMUNITY COLLEGE
INTERIOR DESIGN**

STUDENT SURVEY

1. Are you an interior design major (declared or undeclared)?

- A. yes
- B. no

Of the 84 students who participated in the study, 84% said that their majors were interior design.

2. What is your status within this program?

- A. Full time student (12 or more credits per term)
- B. Part-time student (11 or few credits per term)

Forty-two per cent are full-time students; 56% attend part-time.

3. Number of credits taken this term:

- A. 1 - 3
- B. 4 - 6
- C. 7 - 9
- D. 10 - 12
- E. 13 or more

The number of credits taken by students ranged from a low of 14% taking 7 - 9 credits to a high of 28% taking 10 - 12. The percentages for the other three categories ranged from 15% to 23%.

Educational Goal:

4. Interior Design Major:

- A. Certificate of Interior Furnishings
- B. Associate of Applied Science degree in Interior Design

A majority of students, 62%, are working towards their associate degree.

5. Interior Design transfer student to:

- A. Marylhurst University
- B. Oregon State University
- C. Art Institute of Portland
- D. University of Oregon
- E. Other

Of the 49 who would choose to transfer, 43% would transfer to Marylhurst; 4% would transfer to OSU; and 10% would transfer to Art Institute.

6. If you are a Non-major, your reason for taking Interior Design classes is:

- A. Personal enjoyment
- B. To determine career choice
- C. Building or remodeling a home

A majority of those answering this question are taking classes to determine a career chose.

7. Preferred time to take classes:

- A. Daytime only
- B. Evening only
- C. Friday day/evening
- D. Weekends – Sat./Sun.
- E. Anytime

Forty-seven percent prefer daytime only; 27% evening only; and 22% will attend anytime. No one selected Fridays or weekends as options.

8. Preferred hours to take classes:

- A. Classes should start before 9 a.m.
- B. Start between 9:00 a.m. - noon
- C. 12 noon - 3:00 p.m.
- D. 3:00 p.m. - 6:00 p.m.
- E. 6:00 p.m. - 9:00 p.m.

Six percent said classes should before 9 a.m.; 37% percent said classes should start between 9 a.m. and noon; 15% between noon and 3 p.m.; 5% between 3 and 6 p.m.; and 26% between 6 and 9 p.m.

9. What prevents you from taking ID classes?

- A. Time/day class offered
- B. Job
- C. Child care
- D. Other _____

Forty-one percent said time/day class offered is what prevents them from taking classes while 22% said their job was the issue. Seven percent indicated that childcare was an issue.

10. Gender:

- A. Male
- B. Female

Ninety-four percent are female.

11. Age:

- A. 17 - 25
- B. 26 - 35
- C. 36 - 45
- D. 46 or older

Forty-two percent are 17 - 25; 25% are 26 - 35; 18% are 36 - 45; and 15% are 46 and older.

12. How many hours a week do you work outside of home/school?

- A. None
- B. 1 - 10 hrs
- C. 11 - 20 hrs.
- D. 21 - 30 hrs.
- E. 31 - 40 hrs

Twenty-seven percent do not work outside of home/school; 5% work 1 - 10 hours per week; 16% work 11 - 20 hours; 22% work 21 - 30 hours; and 29% work 31 - 40 hours per week.

13. Previous education level:

- A. High school
- B. 2 year degree
- C. 4/5 year degree
- D. Master's degree
- E. Doctorate

Sixty-one percent have completed high school; 18% have a 2-year degree; 19% have a bachelor's degree; and 2% have a master's.

14. Ethnic background:

- A. Asian/Pacific Islander
- B. African American
- C. Caucasian
- D. Hispanic/Latin
- E. Other

Seventy-nine percent are Caucasian; 9% are Asian; none are African American; and 3% are Hispanic; and 7% are other.

15. Are you receiving financial aid to pay for your education?

- A. Yes
- B. No

Only 15% of students are receiving financial aid.

16. What made you choose our program? (Mark all that apply.)

- A. Reputation
- B. Reasonable cost
- C. Location
- D. Influenced by job or mentor
- E. Other

The majority of students said reasonable cost was the major factor in selecting our program.

17. Please rate your overall satisfaction with the interior design program?

- A. Very satisfied
- B. Satisfied
- C. Unsatisfied
- D. Very unsatisfied

Forty-nine percent said they were very satisfied with the program while 45% said they were satisfied.

18. Would you recommend this program to others?

- A. Yes
- B. No

Ninety-five percent said they would recommend this program to others.

19. Do you find this program challenging?

- A. Too easy for words
- B. Not too hard but had to work
- C. Pretty challenging, had to work
- D. Too hard for words

Sixty-one percent said this program was 'pretty challenging, had to work' while 33% said it was 'not too hard but had to work'.

**20. Which of the following reasons made you choose interior design as a career?
(Mark all that apply.)**

- A. Salary/Benefits
- B. Employment opportunities
- C. Creative and intellectually stimulating work environment
- D. Potential for career mobility
- E. Other

Of 56 responses, 91% said they chose this career because of the "creative and intellectually stimulating work environment" in 'C' above.

21. How many miles do you travel to the college (round trip)?

- A. 0 - 5 miles
- B. 6 - 15 miles
- C. 16 - 30 miles
- D. 31 - 50 miles
- E. 51 miles and above

Seventeen percent drove 0 - 5 miles; 39% drove 6 - 15 miles; 24% drove 16 - 30 miles; 18% drove 31 - 50 miles; and 1% drove 51 miles or more.

22. Are you the first person in your family to attend college?

- A. Yes
- B. No
- C. If no, who inspired/encouraged you to go to college_____

Seventy-six percent said they were not the first person in their family to attend college.

23. If the ID program is for career development, will ID be your primary or secondary career?

- A. Primary
- B. Secondary
- C. N/A

Seventy-three percent said that interior design would be their primary career.

Give examples of how feedback from students, business and industry, community groups, or institutions our students transfer to, was used to make curriculum or instructional changes.

Feedback from students is used as part of the evaluation of full-time and adjunct faculty. All adjunct faculty are evaluated in the first term that they teach, and senior adjunct are evaluated every second year. The division dean and SACC chair review these evaluations on a regular basis.

The advisory committee meets twice per year to review the progress of the program and to evaluate and approve major curriculum changes. This committee is made up of adjunct faculty, professional designers, and the directors of the two university programs that we have articulation agreements with. The articulation agreements are periodically reviewed to maintain relevancy. The advisory committee is a valued resource for making sure the program is meeting industry needs, and the recommendations are used in program planning. For example, the committee has supported the need for a new interiors studio and the incorporation of computer learning into the program. Both of these recommendations have been used in planning the new studio to be housed in ST 236 which will have a newly remodeled space complete with drafting tables, computers with computer-aided software, a materials library, and pin-up space for class critiques.

What strategies are used within the discipline/program to increase enrollment, improve student retention and student success.

The enrollment in this program has been steadily increasing with dramatic jumps in the last 2 years. Figures from institutional research indicate that FTE (full-time equivalent) has increased 49.2% between 1995/96 and 1999/2000. The economy has played a role in students looking to retrain, and also the increased desire that students have in finding fulfillment in their careers has played a part in their selection of this program. Our reputation in the community is high and design professionals recommend this program. Marylhurst University advisors often send students here when the student's goals more closely match our program. Our full-time faculty member provides general advising to students wanting to know more about the field and educational possibilities. Students are directed to programs, whether at PCC or elsewhere, that help them to

reach their career goals. There have been some connections made with high school programs, but very little direct work has been done on increasing enrollments, and more could certainly be done.

Instructors utilize student evaluations and feedback, and work with each other to provide students with a support network. They refer students to the appropriate college resources as needed to help students' problem solve and be successful. Student retention currently is high with students completing courses, and we are seeing more students completing their certificate and degree programs. The strategies that we use include advising, mentoring, course review and review of teaching strategies to be sure students are connected and learning. Our faculty support proposed legislation for interior designers, which will encourage students to complete their degrees in order to meet the proposed requirements, and all of our faculty support the importance of education in preparing the student for success. They also recognize the importance of continuing education and model this behavior for their students.

Report any changes made in the last three years to increase student access and diversity.

This is an area that has not been addressed. Until 3 years ago, this program had no full-time faculty. Our full-time faculty member currently teaches a full course load, and handles the program coordination duties. The release time provided over the last two years has supported the importance of release time to address the needs of the program such as advising, mentoring adjunct faculty, maintaining facilities, updating curriculum, working on program review, and much more. Addressing the issues of student access and diversity would be added to this list.

Identify any operational issues faced by the SACC that impact student learning in your area (e.g., facilities, availability of part-time faculty and other needed resources).

In the fall of 2002, the interior design program will move into a newly remodeled space in ST 236. This new classroom will incorporate the recommendations of the advisory committee and the faculty. The computers at each drafting table will enhance learning of computer drafting and other software programs appropriate to the design field. The resource library will provide space for samples, storage, and workspace for students and faculty.

Technology will continue to impact this program, and funds must be available to keep software and hardware updated. This will be a significant need in the future.

One of the major concerns facing this program will be maintaining and expanding the highly qualified full and adjunct faculty. Currently, there is only one full-time faculty member in the interiors program, which makes it difficult to successfully meet all of the program needs. A second full-time instructor is needed to help handle the responsibilities and grow the program, advise students, and offer more courses at needed hours.

Our adjunct faculty are excellent and enhance the reputation of this program. All come from industry and bring a great deal of experience to the classroom. At issue is the difficulty of finding qualified instructors who have the education, experience, and teaching skills necessary to be successful.

To develop recommendations for improvement in the program/discipline.

Assess the strengths and areas in need of improvement in the program/discipline.

Strengths:

- ❑ Strong support for program growth from the division leadership
- ❑ Instructor qualifications and support for effective teaching
- ❑ Excellent customer service provided by faculty and administrative staff to help students feel involved, supported, and valued
- ❑ Community reputation
- ❑ Committed and supportive students who are satisfied with the program's challenges and appreciate the level of instruction
- ❑ Increased enrollment with more students graduating with degrees
- ❑ A new facility to enhance learning and improve marketing opportunities within the community
- ❑ Opportunities for providing continuing education for design professionals
- ❑ Strong position for helping members of the design community meet the educational requirements if legislation is passed

Weaknesses:

- ❑ Relying on a one-person/SACC to meet all program needs
- ❑ Finding qualified adjunct faculty
- ❑ Additional support is needed for faculty (both full-time and adjunct) to utilize technology, particularly in the area of slide reproduction for visual presentations
- ❑ Lack of increased daytime course offerings to meet student needs
- ❑ Difficulty in adding evening classes due to needs of physical space for at least two drafting facilities for doubling up courses
- ❑ Lack of significant research on what happens to students after leaving PCC in terms of finding jobs, pay, where students are employed, and employer perception of student preparedness

Commendations:

- ❑ Exemplary program in recognizing the role of a dedicated advisory committee and faculty in moving the interiors program from a grouping of classes that led nowhere to a fully professional degree in interior design that is well respected within the community

Given the above analysis and other findings of the SACC in this review process, prepare a set of recommendations that cover areas such as curriculum and professional development, recruitment and retention of students, obtaining needed resources, and being responsive to community needs.

1. Provide release time for our full-time faculty member to handle program responsibilities; this recommendation has been met for the 2002-2003 academic year
2. Add a second full-time faculty member
3. Increase daytime course offerings
4. Expand teaching pool of adjunct faculty
5. Acquire funding to convert current slide library for History of Furniture to digital with ongoing funds available to maintain and enhance visual library critical to the teaching of interior design
6. Continue to review topic/course relevancy in meeting program outcomes
7. Develop a plan to enhance student retention and success, and broaden diversity
8. Consider and review the issues in applying for the National Kitchen and Bath Association school accreditation program to demonstrate program effectiveness and enhance marketing opportunities
9. Continue to work with advisory committee to maintain program quality, reputation, and relevancy
10. Survey students and employers in the field to better understand student success and employer needs; consider the development of a tracking system

To ensure that curriculum keeps pace with changing industry demands and continues to successfully prepare students to enter into a career field.

Evaluate the impact the advisory committee has on curriculum and instructional methods.

The interior design advisory committee has always played a critical role in the development of this program. Their input has been invaluable in establishing the direction of the program in focusing on residential rather than commercial interiors, supporting the need for updated facilities, and identifying the necessary skills students need to be successful in this field. They have been involved in developing the program outcomes, and providing responses to our requests for their ideas and opinions. They have recently been asked to complete surveys on "Vision, Opportunities, Threats" and "Technology, Marketing, Enrollment" to help guide this program and establish priorities over the next 3 to 5 years. The new curriculum reflects the committee's views on necessary courses, and math and writing proficiencies. They have played an essential role in the development of this program and will continue to be relied upon for their industry expertise.

Review job placement statistics of students in your program over the last three years, including salary information where available.

The job placement statistics and salary information available through PCC research is inconclusive based on a lack of participants. Information about jobs has been gathered informally by faculty via connections to industry through attendance at professional organization meetings, interviews with industry members, job placement requests, and student feedback.

Historically, this occupation has always been low paying upon entry. It is a competitive field, related to retail, and entry-level jobs are attractive to job seekers for the creative opportunities rather than high pay. The plus side of this field is the opportunity for creativity, flexibility in working conditions, and the choice of dozens of job titles that a design education can prepare one for. In addition, people can own their own business to customize a career to meet their needs.

PCC students and graduates hold jobs with titles such as residential designer, assistant designer, showroom manager, showroom sales associate, kitchen and bath designer, lighting designer, accessories consultant, home stylist, color consultant, computer draftsman, remodeling specialist, and many more. They work for firms in the Portland area such as the following:

Home Depot	LRM Designs
Globe Lighting	Robert Trotman Interiors
Precision Design and Remodeling	Debbie McLaughlin Interiors
Neil Kelly Kitchen Design and Remodeling	Paul Schatz Furniture
Ronda Divers Interiors	Expressions Furniture
Kitchen Kaboodle	Bingham and Geary Ltd.
Emerick Architects	Rejuvenation House Parts
Goldsmith Interiors	Chown Hardware
Casa Bella Interiors	A-Ball Plumbing Supply
Accent Lighting	Rodda Paint and Wallcoverings
Edelman Soljaga Watson Interiors	National Builders Hardware
Design Provencal	Parker Furniture
Nadia Tanita Interiors	Shirley Roggen Interiors
Emery and Associates	T.K. Peck Interiors
Designing Women	Dania Furniture
Ernesto Garcia Interiors	Sandra Lamers Interiors
Interior Motives	Techline

Our faculty continually survey students and members of industry to stay current on salaries in the Portland metropolitan area. General entry-level salaries start at \$18,000 to \$21,000 per year. Home Depot has starting salaries of \$24,000 to \$26,000 per year based on interviews with students who work there. According to the Oregon Employment Department, experienced designers and jobholders average \$42,819 per year with a median hourly wage of \$21.49. The Occupational Outlook Handbook identifies the median annual earnings for interior designers in 2000 as \$36,540 with the middle 50 percent earning between \$26,800 and \$51,140. The lowest 10 percent earned less than \$19,840, and the highest 10 percent earned more than \$66,470. The median annual earnings for designers in furniture and home furniture stores was \$34,890.

Analyze the program learning outcomes, competencies, and skills as compared to the business and industry needs today and in the immediate future.

Working with the SACC/Advisory Committee, the program outcomes have recently been reviewed and rewritten. Skills and competencies have been discussed based on what is currently offered in the program, and a new curriculum will be implemented in the Fall of 2002. The Advisory Committee will continue to participate in the planning and future direction of this program. From our surveys, members have indicated that strong communication and math skills are essential, and that students need to know how to use essential computer programs such as Microsoft Office and QuickBooks. In addition, computer drafting technology is becoming important in many offices doing residential design, and this need will increase.

Forecast future employment opportunities for students in your program.

Future projections vary. According to the Oregon Employment Department, there is only a one per cent projected increase in employment opportunities between 2000 and 2010. Specifically, the OED indicates that there are 480 interior designers currently employed and there will be a net growth of 5 positions between 2000 and 2010. Further research noted that the OED statistics do not include those people who are self-employed. The residential side of this industry is one of predominately self-employed individuals in the Portland metro area so the OED statistics raise many questions. In addition, the OED indicates that the minimum education required is a bachelor's degree. Our faculty and advisory committee would argue that that is true for designers who work in commercial design in medium to large architectural firms, but that it is not true for the residential market.

The job outlook as forecast in the Occupational Outlook Handbook for all designers (including interior designers) is for faster-than-average employment growth with keen competition for available positions. Additionally, 3 out of 10 designers (including interior designers) are self-employed which is almost 5 times the proportion for all professional and related occupations.

The *Oregonian* has stated in various articles that the population of the metropolitan area will increase anywhere from 500,000 to 850,000 in the next 20 years. This population increase is significant, and these new members of our community will need new and remodeled homes, offices, and services. In addition, *Metropolitan Home* magazine has stated in the March/April 2002 editorial that, "According to the trade journals, consumer spending on home goods is poised to overtake apparel consumption. Since 1991, furnishings sales have grown 79 percent, 26 percent more than clothing sales (in 2000, that's \$319.1 billion on clothes and \$307.3 billion home)."

An informal survey of the 2001 internship class, which was made up of 8 students who were at the end of their program coursework indicated that at least half were offered jobs by their internship supervisors. A most potent statistic is the following: of 17 students in the spring 2002 internship class, 12 were offered jobs at companies like

Techline, Home Depot, Dania, Parker Furniture, Precision Design and Remodeling, Ernesto Garcia Interiors, and Maughan Kitchen Design. One student will be an owner/designer in her own firm doing residential interiors and commercial interiors for medical facilities and assisted living centers.

Analyze any barriers to degree or certificate completion that your students face and describe the main reasons students leave your program before program completion.

Forty-one percent of our students indicated in the survey that time/day was the major reason they were prevented from taking interior design classes. In addition, a number of students indicated frustration that classes fill quickly or that there are not enough sections of needed classes. Fifty-one percent of the students work 21 or more hours per week so that time is an issue. Finance is an additional issue with only 15% on financial aid. Child care was mentioned by some.

As students progress through the program, some decide that they want to transfer to a 4-year institution or decide that they cannot take the time for a 2-year program. Because the profession allows a variety of entrance points based on education and job experience, some students exit the program to seek job opportunities and may not return. Some students recognize that the fit is not right as they progress through a variety of courses and skill development exercises. This information is anecdotal only and not based on formal research.

Overall, Portland Community College has experienced tremendous growth in the interiors program. Between 1995 and 2000, FTE rose 49.2%. The last two years have continued to demonstrate significant increases in FTE. Additional sections of classes have been offered including a summer program. The two classes that were offered during summer 2001 closed at 30 each. Enrollment for summer 2002 had two of three classes closed again at 30 each, and the third was at 63% capacity. The advanced interiors class in spring 2002, which is the capstone class for the program, had the highest enrollment in the program's history, 20 students.

In conclusion:

All interior design adjunct faculty and members of the advisory committee were asked to review and provide responses to this document. With continued input from the faculty and advisory committee, the interior design program will strive to provide the most effective education possible. Coursework will challenge each student to meet their potential, and students will be able to demonstrate skills needed within the industry.

PORTLAND COMMUNITY COLLEGE

ASSOCIATE OF APPLIED SCIENCE DEGREE IN INTERIOR DESIGN

Certificate of Interior Furnishings – Core Required

Core

COURSE	TITLE	CREDITS
ID 131	Introduction to Interiors	3
ID 132	Planning Interiors	3
ID 120	Interior Products and Materials I	3
ID 121	Interior Products and Materials II	3
ID 122	History of Furniture: Ancient – 1800	3
ID 123	History of Furniture: 1800 – Present	3
Arch 124	Introduction to Building Systems NEW	3
ID 133	Space Planning	3
ID 135	Professional Practices in Interiors	3
ID 230	Textiles for Interiors	3
Art 131	Introduction to Drawing	3
BA 238	Sales	3
CAS 133	Basic Computer Skills/Microsoft Office	3
CAS 104	Basic Internet Skills	1
	Total	40

Associate Degree – Core plus Advanced Requirements

Advanced Requirements

ID 234	Advanced Interiors	3
ID 236	Lighting Design	3
ID 240	Interior Design Internship	3
ID 125	Computer Drafting for Interior Designers NEW	3
ID 237	Kitchen Planning	2
Art 115	Basic Design (2 Dim.)	3
Art 116	Basic Design (Color Theory)	3
Arch 200	Introduction to Architecture	4
Arch 101	Architectural Graphics	3
Arch 111	Working Drawings I	3
Sp 111	Fundamentals of Speech	3
	Total	33
	Total Program Credits	73
***	General Education – see College Catalog, and meet requirements for MTH 65, WR 121	18
	Total Degree Credits	91

First	Name	Title	Institution
		COLLEGES/UNIVERSITIES	
Kelcey	Kelcey Beardsley	Interior Design Coordinator kbeardsley@marylhurst.edu	Marylhurst University
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Debbie	Debbie Mitchell	PCC	PCC
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		INDUSTRY MEMBERS	
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Robin	Robin Rigby-Fisher	Owner/Designer	Precision Design and Remodeling
Shelley	Shelley Greenwood	Store Manager	Expressions Furniture
Dodie	Dodie Starbuck	Owner/Designer	Your Style Design, Inc
Anita	Anita Bardizian	Designer	Rhonda Divers Interiors
Debra	Debra Fugate	Designer	Ernesto Garcia Interiors
		PROGRAM GRADUATES	
Cheryl	Cheryl Conway	Designer	Paul Schatz Furniture
		PROGRAM STUDENTS	
Arlene	Arlene Lord Ruby	Designer	Precision Design & Remodeling