

Interior Design Program Evaluation

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Interior Design student, Nick Anderson presenting his work.
ID 131 Introduction to Interiors. New “crit” space in ST building.

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Overview of the Interior Design Program

Welcome to the Interior Design Program! The **goal** of the program is to offer comprehensive, architecturally-focused residential interior design education. Students who successfully complete the program are prepared to enter the residential interior design industry and related fields.

[1.A] Changes from the last program review that was done spring, 2011 are as follows:

change to the program	details	result of recommendation by SAC/ FDC Amanda Davis from last review, 2011?
Create a course in digital rendering and Photoshop	ID 128, Digital Rendering and Presentation. Debuted: fall 2012	yes
Staff Materials Room	Continued staffing from spring 2013 to present	yes
Light box lab for hands-on experience	Light boxes in materials room and in class room.	yes
Addition of new sales course based on Advisory board input	ID 232, Business Communication for Interior Design. Debuted: spring 2015	no
Increased efforts to coordinate professional internships with Cooperative Education dept.	On average, 24 students enroll in professional internships each academic year.	no
Major changes to the AAS Degree of Applied Science Catalog year 2015-16	Removed: Math requirement Math to be learned through related instruction. Added: ART, ARCH and design coursework.	both
Technical Skills Assessment as required by OBE	Each spring, TSA assessment is conducted by the Interior Design, FDC	no
New division leadership	Gene Flores, Division Dean, VAPAD	no
New part time faculty	See section 5. Interior Design Faculty	no
New Student Support Specialist	See section 6. Academic Support and Facilities	no
New technical support	See section 6. Academic Support and Facilities	no
New administrative support	See section 6. Academic Support and Facilities	no

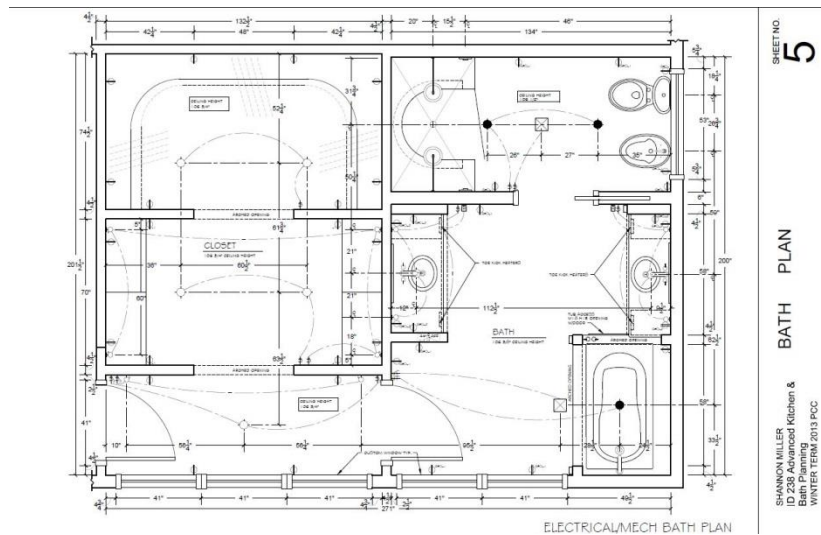
[1.B] The Educational Goals and Professional design trends

"I was so impressed that the <student> intern knew about fixture specification. She had a clear way of doing it that even inspired our office"

Libby Holah,
Holah Architecture and Design
(internship provider)

The National Kitchen and Bath Association, the NKBA, is a non-profit professional representative and educational organization dedicated to the promotion of the kitchen and bath

design profession. Within the interior design program at PCC, there are three certificates. The Kitchen and Bath Design certificate is a 50 credit certificate that follows NKBA curriculum guidelines. Completers of the certificate are allowed, by the NKBA, to immediately sit for the Associate Kitchen and Bath Designer, AKBD, exam. In 2008 the Interior Design program achieved initial accreditation by the NKBA to offer this course of study. In 2014, the interior design program prepared for an extensive reaccreditation visit by the NKBA. The result was a very favorable outcome with the Kitchen and Bath certificate achieving reaccreditation by the NKBA for another five years. *(Thank you to Robin Rigby-Fisher, CMKD and Sharon Olsen, AKBD who helped with this effort!)*



Mechanical plan by Sharon Miller
NKBA Student Design Competition winner, 2015

The program's relationship with the NKBA is by far the most significant industry-led trend that the curriculum responds to. However, there are other curriculum responses as well. Those include faculty training and credentials, advisory board recommendations, and recommendations by internship supervisors.

Trends

There is a focus on maintaining a clear path for the goal of providing exemplary design courses while being nimble enough to make changes and improvements to stay current with industry-ready education.

1. Student support: adviser Arlene McCashew, MA provides excellent student communication, academic advising and outreach. (see section 6.C)
2. Student engagement: events provided by professional design organizations, community events, professional design reviews and design charrettes.
3. Faculty support and benefits: the department seeks to support the dedicated efforts of the adjunct faculty with clear communication, personal leave support and grants from the office of Professional and Organizational Development, POD. (see section 5.C)

[2.A] Assessment of Student Learning

“The college has an expectation that course outcomes, as listed in the CCOG, are both assessable and assessed, with the intent that the SACs will collaborate to develop a shared vision for course-level learning outcomes”

From part 2 section A, Academic Program/ Discipline Review

Much like the college’s expectation, the Interior Design department also expects to assess student learning on the course level but way of assessment of published course outcomes. In general, a combination of SAC-surveyed work, TSA assessment (as required by the OBE, the Oregon Board of Education) and course evaluations are used to assess student achievement and satisfaction. *(please see part 3 for a discussion on how the SAC uses course evaluations to understand course success and appraisal).*

Changes made to course content in the past five years.

Course	Content change	Reason for change
ID 120 Products and Materials for Residential Interiors	Hands-on worksheets as opposed to exams	Interactive activities promote student learning and sketching skills. Worksheets are aligned with field trips to businesses and design firms.
ID 121 Sustainable Materials for Residential Materials	Further development of team-building exercises.	Team-building agreements help students organize themselves into a team structure
ID 122 History of Furniture: Ancient to 1800	Course content on diversity and inequity in fabrication and global issues.	Inspired by a Diversity Grant awarded to Amanda Davis winter 2016 to promote discussions of equity at the college.
ID 123 History of Furniture: 1800 - present	Course content on diversity and inequity in fabrication and global issues.	Inspired by a Diversity Grant awarded to Amanda Davis winter 2016 to promote discussions of equity at the college.
ID 128 Digital Rendering and Presentation*	Coursework in InDesign and Photoshop programs	Required knowledge by industry
ID 131 Introduction to Interiors	Course content on diversity and barriers as a means of professional awareness, access and privilege.	Inspired by a Diversity Grant awarded to Amanda Davis winter 2016 to promote discussions of equity at the college.
ID 132 Planning Interiors	Content added for increase awareness of accessibility and universal design	Critical to new trends in kitchen and bath design
ID 133 Space Planning	Content added for increase awareness of accessibility and universal design	Critical to new trends in kitchen and bath design and light commercial design: ADA
ID 125 Computer Drafting for Interior Design	Release of related instruction for computation	Does not work with advising
ID 230 Textiles for Interior Design	Development of a hands-on sample “box”.	Interactive activities promote student learning. Students have a tool to refer to later.
ID 232 Business Communication for Interior Design*	New course to address the need for sales techniques in the interior design profession.	Result of feedback from advisory board, 2014 and internship supervisors
ID 234 Advanced Interiors+	New assignment on historical inquiry into independent capstone project.	LAC Assessment reporting 2013, 2014

* indicates new course + indicates change made as a result of end-of year LAC assessment

[2.B] Updated College Core Outcomes by course:

Course	Course title	CO1	CO2	CO3	CO4	CO5	CO6
ID 120	Interior Products and Materials	3	1	2	0	3	2
ID 121	Sustainable Materials for Interior Design	3	3	3	1	3	3
ID 122	History of Furniture – Ancient to 1800	2	0	3	4	3	2
ID 123	History of Furniture – 1800 to Present	3	0	4	4	3	3
ID 125	Computer Drafting for Interior Designers	2	0	3	0	3	3
ID 128*	Digital Rendering and Presentation	4	0	3	2	2	4
ID 131	Introduction to Interiors	3	1	2	4	2	3
ID 132	Planning Interiors	2	1	3	4	3	3
ID 133	Space Planning	3	2	4	2	3	3
ID 135	Professional Practice for Designers	3	0	3	1	4	4
ID 138	Introduction to Kitchen and Bath Planning	3	4	3	3	3	1
ID 230	Textiles for Interiors	2	2	4	2	4	2
ID 232*	Business Communication for Interior Designers					4	
ID 234	Advanced Interiors	4	1	3	3	4	2
ID 236	Lighting Design	2	1	3	0	3	2
ID 238	Advanced Kitchen and Bath Planning	2	4	2	3	4	2
ID 280A	Cooperative Education – Professional Internship	2	2	2	2	4	2

* indicates new course

grey area: changes made for the review (website to be updated)

It is important to note that the Interior Design program integrates substantial coursework from the Architectural Design and Drafting Program. Here is the mapping from AD&D. Thanks to a strong and convivial relationship between Amanda Davis and FDC Denise Roy and SAC Chair, Peter Gramlich, the course content really works and provides ID students excellent education on building science, mechanical systems, structure and materials.

Architectural Design and Drafting College Core Outcomes: (courses included in Interior Design)

Course	Course title	CO1	CO2	CO3	CO4	CO5	CO6
ARCH 100	Graphic Communication for Designers						
ARCH 110	Introduction to Architectural Drawing						
ARCH 111	Introduction to Residential Construction Documents	3	3	3	0	3	0
ARCH 121	Structural Systems I	1	1	3	0		1
ARCH 124	Building Systems	2	2	2	1		2
ARCH 127	Introduction to Sketch-Up						
ARCH 132	Residential Building Codes	0	0	3	0		4
ARCH 136	Intermediate AutoCAD	2	0	1	0		2
ARCH 200	Principles of Architectural Design	2	2	3	2		2

* indicates new required course catalog 2015-16 course

grey area: no data

College Core Outcomes by course for reference

	Portland Community College Core Outcome
1	Communication
2	Community and Environmental Responsibility
3	Critical Thinking and Problem Solving
4	Cultural Awareness
5	Professional Competence
6	Self Reflection

[2.C] Assessment of the Interior Design Program as a CTE course of study

- i. Briefly describe the evidence you have that students are meeting your Degree and/or Certificate outcomes.

The interior design program has participated in the LAC – inspired assessment reports annually. The use of a focal assessment is helpful to get a real sense that an outcome is being achieved by a majority of the students. ID 234, Advanced Interiors is a capstone course and is used to gauge the successful achievement of both the degree outcomes and the college outcomes.

The assessment of certificate outcomes is new this year, 2015-16. The interior design department has moved to rely on the successful reaccreditation by the NKBA for the outcomes of the Kitchen and Bath Certificate (KB) (currently the most popular certificate by far; most degree-seeking students also graduate with the Kitchen and Bath certificate. See section 4.A) There are no plans at this time to assess the outcomes of the other certificates, Interior Furnishings (IF) and Design for Accessibility and Aging in Place (DAAP). This is addressed in part 8.B, *Recommendations*)

- ii. Reflecting: best assessment project

While the LAC – inspired assessment is helpful on an annual cycle, the FDC has also used professional designers who attend the student reviews are asked to complete a rubric that is aligned with the degree outcomes. While this has been criticized for not “norming” the rubric for “inter-rater reliability” it is still a useful tool for assessment. The “outcome rubric” is given to the students who are enrolled in the capstone course, ID 234 so expectations are published AND the rubric really helps spur conversations at the time of the final review, the “capstone event”.

- iii. Evidence that changes made were effective?

It has been noted that two trends were addressed: the need for mindful applications of sustainability in student capstone projects (2012 and 2014) and a focus on historical reference and understanding (2015). Changes were seen in the content of the student projects from spring 2015 and are expected this spring, 2106.

- iv. Evaluate SAC’s assessment cycle process

As discussed above, an important LAC assessment has been a great tool to understand student learning and achievement of published outcomes. The annual cycle of **combined** Technical Skills Assessment, TSA conducted by the department AND a “soft assessment” done by professional designer-reviewers is **very successful**. (see appendix for a sample of the rubric)

- v. Any of PCC core outcomes are difficult to align and assess?

No, the college core outcomes are very well aligned with the interior design course work for the AAS degree and the three certificates offered by the Interior Design department. Please refer to

Appendix 1, for a matrix of up-to-date degree and certificate outcomes mapped to the college core outcomes.



Interior Design grads, Kerrisa Oaks, Mien Nguyen and Lien Nguyen
spring 2015

[3.A] Interior Design Curriculum – online presence

At this time, there are no interior design courses that have a distance learning section. The college's website is used extensively and it is expected that all course materials by all faculty are available on MyPCC. ID 128, Digital Rendering and Presentation uses D2L as a platform and Severin Villiger, instructor for ID 128, administers quizzes on D2L with much success.

ARCH 132, Residential Building Codes, from the Architectural Design and Drafting department required by the interior design department is available in an online format.

ART 215, History of American Residential Architecture, from the Art department required by the interior design department is available in an online format.

[3.B] Educational initiative: Diversity and Equity

Please refer to course changes table in part 2.B. The college adoption of the upcoming "Whiteness Month" in April 2016 has inspired the department to participate in the conversation. Amanda Davis was awarded a grant from the college's Multicultural Center to add content to three courses winter term, 2016. This is an ongoing endeavor to use the history of interior design, building trades and the profession to discuss subjects of inequity and racism.

Educational initiative: Internationalization

Course content added to add more focus on non-European design. Furniture and designers from Africa, Asia, and India have been added. Please refer to course changes table in part 2.B

Educational initiative: Internationalization

Currently, the interior design department has embraced the opportunity to conduct two courses with the Education Abroad department which was newly activated in fall of 2015. This is an ongoing application process – wish Amanda luck!

[3.C] Any courses as dual credit in high schools?

No. Sadly the Sabin-Schellenberg Center, part of the Clackamas Public School system, was defunded four years ago. There are architectural design and drafting courses such as the cross-listed ARCH 126 Introduction to AutoCAD (cross listed with ID 125 Computer Drafting for Interior Designers) that articulates with high schools in the area.

[3.D] Department use of course evaluations

Student-penned course evaluations are perhaps the most important source of feedback that the Faculty Department Chair and the SAC chair use to assess student satisfaction and course success. After many years as an educator, the FDC can spot trends, assess faculty performance and understand faculty/ software skills in student reporting. Course evaluations are an invaluable source of assessment for the department.

[3.E] Significant curricular developments

In addition to changes documented course-by-course in sections 1.A and 2.A there are three **trends** that the Interior Design department has been focusing on the past five years:

- a. Up to date computer software: AutoCAD, Sketch-Up, Photoshop and InDesign
- b. NEW requirement of ARCH 136 Intermediate AutoCAD to the ID degree requirements starting in fall 2015
- c. NEW requirement of ART 116 Basic Design – Color Foundations starting fall 2015 (feedback from degree outcome #1, “Apply the principles and concepts of color and design throughout the creation of residential client-based projects”)

[4.A] Interior Design Student population



Design charrette coordinated by Michelle Mueller, Design faculty.
spring 2016

“I am at the end of my first term as an older student. I am amazed at how much I’m learning and am so appreciative of my teachers and fellow students. They have made it easy to be successful here!”

Interior Design student, anonymous survey
winter 2016

Students: Degree and Certificate completion spring, 2015

Associate of Applied Science in Interior Design - ID	Kitchen and Bath Certificate - IDK	Design for Accessibility and Aging in Place, AIP	Interior Furnishings Certificate - IF
20	9	1	9

Student enrollment – Full time equivalent, student FTE

2010-11	2011-12	2012-13	2013-14	2014-15
62.5	66.4	69.3	63.7	56.0

Declared Interior Design “major”

2010-11	2011-12	2012-13	2013-14	2014-15
285	298	278	254	223

source: Department of Institutional Effectiveness, PCC

comment: this information lets the department know that many students are part time and take more than two years to complete their degree or certificates.

Student demographics: age

Interior Design students age distribution	Total students	18-20	21-25	26-30	31-40	41-50	51-60	61+
		%	%	%	%	%	%	%
2012-13	274	9.5	15.0	22.6	25.9	12.4	11.3	2.6
2013-14	252	11.9	21.0	18.3	21.8	11.9	11.9	3.2
2014-15	222	11.3	24.8	14.0	26.1	12.6	8.1	3.2

source: Department of Institutional Effectiveness, PCC

comment: in the past three years there has been a marked increase in the number of students in the younger, 21-25 year range and a decline in the number of students in the 26-30 year range. This could be due to economic recovery and individuals in the age range 26-30 resuming their careers. This data also represents an increase in younger individuals considering interior design as a viable career.

Student demographics: ethnicity and race

Interior Design students age distribution	Total students	Foreign national	Multi-racial	African American	Pacific Islander	Asian	American Indian/Alaska native	Hispanic	White non-Hispanic
		%	%	%	%	%	%	%	%
2012-13	274	2.4	2.8	2.0	0.4	4.7	0.4	3.9	83.5
2013-14	252	2.5	5.8	0.8	0.4	5.4	1.4	6.2	77.6
2014-15	222	4.3	5.7	1.0	0.5	5.7	n/a	7.1	75.7

source: Department of Institutional Effectiveness, PCC

comment: the columns where one sees the most change is where students self-identify as “multi-racial” and “white non-Hispanic”. Historically the interior design profession has not been known for its inclusion or broad multi-ethnic representation.

“...African Americans today remain vastly underemployed, not only in architecture but in all the interior and graphic design professions as well”

- Jessica Cumberbatch Anderson, Editor, Huffington Post
From the article, *Black Designers Still Fight for a Seat At the Table*
Huffington Post, October 11, 2012

It is immediately observable that the level of ethnic and racial diversity in the interior design department is not high. At this year's annual and final Summer Sustainability Institute (SSI) (attended by four interior design faculty) the topic was an observed *lack of inclusion* in the sustainable/ green design movement. Discussion focused on the lack of diversity in design education, and an observation that the profession is not well advertised to a wide representation of high school students.

[4.B] Facilitating success for students with disabilities

The interior design classroom regularly gets visits from collaborator, Chuck Frayer of the US Forest Service and Clark County Commission on Aging. Chuck took an interest in our program and the focus on accessible design in fall of 2014. Chuck might let us know that while the room

can accommodate his wheelchair, the room does not have a power-assist door. Students are required to use the next door lab which is the only power assist door of the three design labs.

One work surface is raised to accommodate a user in a wheel chair with a computer in ST-205.

Currently, streaming videos shown in two courses are becoming close-captioned. This is to accommodate a new student and to begin compliance on accessible course content that is a college-wide undertaking. Course content available on MyPCC additionally provides access to important information for all students.

[4.C] Employment [aligned with sections 7.A – 7.F]

Student employment – most current, 2015-16 snapshot

Design firm	Full or part time
Arciform, LLC. Portland, OR	fulltime (3)
Arlene Lord Design, Portland, OR	fulltime
Courtney Nye Design, Portland, OR	part time
Joel Fraley Design, Portland, OR	fulltime (1) part time (1)
Kathy Maughan Design-Build, Portland, OR	fulltime (2)
Mosaik Design-Build, Portland, OR	part time
Neil Kelly Design-Build, Portland, OR	fulltime
North Coast Lighting, Portland, OR	full time
Robin Rigby Fisher Design, Portland, OR	fulltime
Square Deal Remodeling, Portland, OR	fulltime
Standard Insurance, Portland, OR	fulltime
The Joinery, Portland, OR	fulltime
Wendy O'Brien Interior Design, Portland, OR	part time

source: direct student communication

Based on an informal survey conducted summer of 2015 sent to 42 past graduates including the 23 graduates from spring term 2015, the following data was collected:

Number of respondents	Part time	Full time	Hourly wage range	How long after graduation did it take to find work?
36	19	17	\$14.75 - \$30.50	Immediately: 6
			Average: \$21.65*	3 months: 14
				6 months: 14
				1 year approx: 2

* based on the number of respondents

Difficulty in tracking student job placement:

- students change jobs frequently
- students do not “keep in touch”

Articulation with 4-year programs

The interior design department maintains articulation agreements with the interior design programs at Marylhurst University and Art Institute of Portland.

Program	Number of courses	Transferable credit
Art Institute of Portland	8	24
Marylhurst	6	18

It should be noted that articulation agreements should always be conducted on a case by case basis. Arlene McCashew has done an excellent job counseling students regarding this phenomenon. Without a true “two and two” agreement between PCC and another college or university, articulation agreements can change without notice.

Portland State University

Currently there is one student who graduated in 2014 with an AAS in Interior Design who is working towards her BA in Architecture at Portland State University.

On the Boards

Plans to collaborate with Oregon State University's Interior Design program have begun. Amanda will submit a proposal to Marilyn Reed, Department Chair of the OSU program this summer, 2016.

[4.C] Community



Interior Design students on a field trip to The Joinery, one of our many industry partners. Students get a tour of the workshop while wearing eye protection. Seen with a piece of salvaged walnut.

The interior design department has the good fortune of existing in a vibrant and supportive design-centered city such as Portland, Oregon. Professionals from various interior design perspectives seek our graduates and look to collaborate with current students.

Advisory Board, June 5th, 2014

Amanda Davis	Faculty Department Chair, Interior Design
Arlene McCashew	ID student support specialist
Kathie Maughan	Owner, Maughan Design
Julie Nordby	Designer, Nordby Design Studio
Karen Sedwick	Designer, Square Deal Remodeling
Jean Burton	Owner, Pro Design Showroom
John Thompson	Owner and Designer, John Thompson Interior Design

Inquiry: What makes a graduate industry ready?

Answers: communication, interview skills

Development of: New course, ID 232 Business Communication for Interior Designers

Advisory Board, December 3rd, 2015

Amanda Davis	Faculty Department Chair, Interior Design
Arlene McCashew	ID student support specialist
Alex Vins	Faculty, Machine Technology, PCC
Jason Ball	Owner, Jason Ball Interiors
Rosy Boyer	The Joinery
Gregory Crowe	Designer, Bella Casa Interior Design
Libby Holah	Holah Architecture and Design
Tatom Masagatani	Designer, SET Creative

Inquiry: what do students need to know about the furniture and furnishings industries?

Should students have access to a furniture design studio?

What is the real education that students need regarding procurement of furnishings?

Decided: Amanda, FDC decided to wait on the development of coursework focused on furniture design.

Decided: Continued focus on professional communication and business acumen

Decided: Important understanding of liability in the interior design business

[4.C] Community – Events, accolades, things going on

■ 2013 First annual student development event sponsored by Northwest Society of Interior Designers, NWSID. Paulson's flooring hosted an event for students focused on mentoring by working professionals.



■ 2013. Under the guidance of faculty member Robin Rigby-Fisher, students designed, fabricated and installed this room for the charity event, Serving Up Style which is benefit for Molly's Fund Fighting Lupus. The entry focused on sustainable and salvaged materials. The installation WON for "Artisan Collaboration".



Bath Elevation C

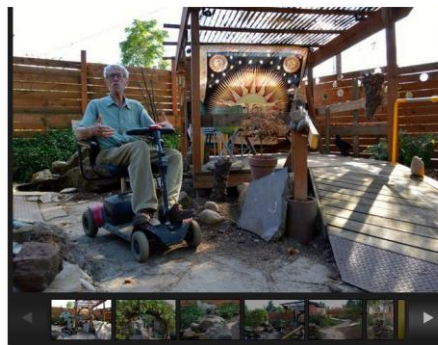


Bath Elevation D

- 2014 Sharon Miller, Interior Design student won 3rd place in the NKBA Student Design Competition. Her award included a paid trip to Las Vegas to attend the Kitchen and Bath Industry Show and \$1000.00 prize.

Wheel-friendly yards: Accessible Garden Tour of SE Portland (photos and video)

2



"People congregate on my rain pavilion to be social, to relax, to admire the two waterfalls," says Larry Cross.
(Photo by Janet Eastman)

[Janet Eastman | jeastman@oregonian.com](mailto:jeastman@oregonian.com)

1/9

Fullscreen

Share

Caption



By Janet Eastman | jeastman@oregonian.com
Email the author | Follow on Twitter

on September 02, 2014 at 9:09 AM, updated September 06, 2014 at 9:44 AM

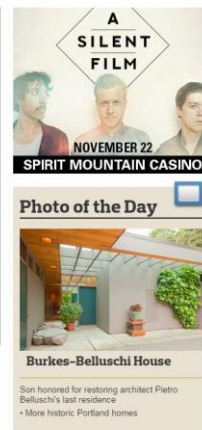


Photo of the Day



Burkes-Belluschi House

Son honored for restoring architect Pietro Belluschi's last residence
• More historic Portland homes

Homes & Gardens Resources

- 2014 Interior Design student, Larry Cross coordinated an event, Sustainable Garden Tour that united many individuals who are active in the accessible design community.

- The Interior Design Program's AIP certificate was included in a national report conducted by the Education Advisory Board of the Community College Executive Forum. In the section, "Four Opportunities for Community Colleges to Do Well and Good, "Aging Services" was one of four categories. The report read, "Select forward-thinking colleges have introduced aging services into interior design programs. At Portland Community College (PCC), faculty in the interior design and gerontology departments combined existing courses to create an interdisciplinary certificate"

Source: Education Advisory Board Report
Community College Executive Forum
2014



■ 2014. Under the guidance of faculty member Amanda Davis, students designed, fabricated and installed this room for the charity event, Serving Up Style which is benefit for Molly's Fund Fighting Lupus. The entry focused on sustainable and salvaged materials and was sponsored by the National Science Foundation grant thanks to engineering faculty, Todd Sanders.

■ 2016 Second-annual student development event sponsored by Northwest Society of Interior Designers, NWSID. Flo-form countertops hosted an event for students focused on mentoring by working professionals.

In summary, it is clear that the reputation of the Interior Design program is strong and continues to be a respected education by the Portland-metro area design community. While the department enjoys this success, there are plans to forge ahead to improve graduates opportunities in the future.



Kitchen Design by Nicole Adair
Winter 2014

[5.A] Faculty composition: reflection of diversity and cultural competency goals of PCC

The Interior Design department is extremely fortunate to have such dedicated faculty to fulfill the goals of the program. Here is snapshot of the interior design faculty and a bit about them:

Name	part or full time	Courses taught	Professional work, interests and accomplishments in addition to teaching
Stephanie Brown	Part time	ID 120 Products and Materials for Interior Design	Owner, Local Color Studio, architectural color consultant. Architectural Preservation Society.
Ellen Cusick, IIDA, IDC	Part time	ID 131 Introduction to Interiors	Owner, Ellen M. Cusick Interior Design www.emc-id.com
Rebecca Cotera	Part time	ID 125 Computer Drafting for Designers	Practicing architectural designers, Portland, OR
Amanda Davis, NCIDQ	Full time	ID 120 Products and Materials for Interior Design ID 131 Introduction to Interiors ID 132 Planning Interiors ID 133 Space Planning Studio ID 236 Lighting Design ID 234 Advanced Interiors	Speaker, HBA 2015, Clark County Commission on Aging, 2016. Curriculum development. IDEC Attendant
Michelle Mueller, RA, LEED AP, CAPS	<i>Full time temporary Architectural Design and Drafting</i>	ID 120 Products and Materials for Interior Design ID 133 Space Planning Studio	Curriculum development. IDEC Attendant
Dorothy Payton, MA, CAPS	Part time	ID 121 Sustainable Materials for I.D. ID 236 Lighting Design	Owner, Dorothy Payton Atelier TLC Coordinator, PCC, SY Campus Teaching Symposium, Marfa, TX, 2015 Curriculum development. IDEC Attendant
Robin Rigby-Fisher, CMKD, CAPS	Part time	ID 138 Introduction to Kitchen and Bath Planning ID 238 Advanced Kitchen and Bath Planning	Owner, Robin Rigby Fisher Interior Design www.robinrigbyfisher.com
Karen Sedwick, CKD	Part time	ID 135 Professional Practice for Interior Design	Designer, Square Deal Remodeling www.squaredealremodel.com
John Thompson	Part time	ID 131 Introduction to Interiors ID 230 Textiles for Interior Design ID 232 Business Communication for Interior Design	Owner, Thompson Interior Design www.johnthompsoninteriordesigner.com
Severin Villiger	Part time	ID 128 Digital Rendering and Presentation ARCH 127 Sketch Up	Computer aided architectural visualization freelance www.schienenstoss.com

There is a **diverse** background of talent in the faculty team. Each member brings an extraordinary high level of expertise and specialization in their field. The fact that these working professionals continue to dedicate themselves to the success of the Interior Design students is a fortunate occurrence. The department has not surveyed how the faculty self-identify ethnically and racially. Ages of faculty range from late 30's to 60's. This gives students an opportunity to learn from many perspectives in recent design techniques and history.

[5.B] Changes to Instructor Qualifications

There have not been any official changes to instructor qualifications since the 2011 program review. It was not an action item at the time and was not something recommended by the leadership of the college.

On the horizon, the FDC may need to make to instructor qualifications regarding an ability to teach computation as a related instruction subject. Related Instruction was added to the ID curriculum in 2015.

[5.C] Professional Development of Interior Design Faculty

- 2013 FDC Amanda Davis, AD&D Chair, Elizabeth Metcalf and Robin Rigby Fisher, CMKD attended the Kitchen and Bath Industry Show, KBIS in New Orleans, LA. Both Amanda and Elizabeth toured a project by faculty member Spencer Hinkle. Spencer rebuilt a home for a family who lost their home in hurricane Katrina. Amanda developed a presentation on this tour to help promote Spencer's work in the area.

- 2013, spring, Michelle Mueller led a student design charrette to increase team building and presentation communication for AD&D students and ID students

- 2015 Amanda and Robin publish, Sustainable Design for Kitchens and Bath for the NKBA. It was a two and half-year journey for both of them! The book is part of the organization's Professional Resource Library.

- 2015, winter, Michelle Mueller led a second student design charrette to increase team building and presentation communication for AD&D students and ID students

- 2015 FDC Amanda Davis and Robin Rigby Fisher, CMKD attended the Kitchen and Bath Industry Show, KBIS in Las Vegas, NV.

- John Thompson is published in Oregon Home continually, 2014- present

- Karen Sedwick's design work is published in Oregon Home, 2015.

- Robin Rigby-Fisher wins second place in the national kitchen design competition for Large Kitchen from the NKBA.

■ Amanda, Michelle, Dorothy and Severin attend the Interior Design Educators Conference, March 2016.

How instructional change is made from these accomplishments:

Referring back to the themes from section 1.B: number 3 of 3:

3. Faculty support and benefits: the department seeks to support the dedicated efforts of the adjunct faculty with clear communication, personal leave support and grants from the office of Professional and Organizational Development, POD. (see section 5.C)

Number 3 is addressed in this section. Amanda works closely with Division Dean, Gene Flores and the office of Professional and Organizational Development to ensure faculty have opportunities to better themselves. Engagement and networking keep faculty in the community and up to date on trends and industry.

THANK YOU TO ALL OF THE DEDICATED INTERIOR DESIGN FACULTY

[6.A] The classrooms

Thanks to Department budget, the efforts of Peter Harrison and TSS, students have access to up-to-date technology at 24 workstations. Peter does a great job keeping up with technology needs. He is also available as a tutor.

CAD Tutoring

Keri Salim is available one half time to design students for CAD and software tutoring. Thanks to budget changes, this position was created three years ago to provide professional CAD support to students. It is a wonderful resource to be able to offer this to students. Keri stays current on all software updates and is a graduate of PCC and Oregon State University.

Materials Room

The bond changes to the ST building included a new materials room that provides samples of flooring, wall covering, countertops, cabinetry, textiles and tile for use in student classes and projects. Materials are donated from design firms and manufacturers so they are current examples. It is an invaluable resource. The department continues to benefit from a student-employee, a paid position, maintain the materials library. This was a request from the 2011 program review and was fulfilled by the college. Thank you!



The new materials room. Currently looked after by Design student, Rayna Koberstein.

[6.B] Resources outside of the classroom

Efforts have been made to offer as many textbooks as e-books as is possible. Thanks to librarian Allie Flannery, there are currently six required textbooks which that are available to students through the PCC library. This represents over \$1000.00 in savings over purchasing the books new.

Field trips are the life blood of many classes! Trips are made to showrooms, design firms, architectural places of interest and professional organization meetings. An informal poll taken in March of this year yielded the a large response from students that more is always good. Field trips provide immediate learning and get students into a kinetic mode of experiencing design.

Around the campus, Amanda uses design “scavenger hunts” to identify materials and lighting techniques used in various buildings including the Technical Classroom Building, TCB and the Library.

Missed opportunity

As the department chair, I want to take time to observe the missed opportunity for design students to experience design process and implementation from the bond projects around campus. While a few students were awarded paid internships with the bond office and worked closely with the implementation team, there was a level of obstruction when it came to sharing the design processes beginning in 2012. After a few requests to the bond team were not responded to, a few of us faculty decided to “let it go”. Decisions on materials, lighting, colors, and furnishings could have been more inclusive to the design faculty and the design students. Just this spring break, white vinyl was placed on the countertops in the materials room, providing a much better, reflective surface than the brown laminate that was installed.

[6.C] Advising and Support

Arlene McCashew provides the most compassionate and professional advising that students could ask for. Single handedly, Arlene took charge of academic advising in 2012. Arlene conducts new student orientations throughout the year for prospective students. She has revamped the website to clearly lead students through the process of entering the design program. It is the efforts of Arlene that have aided increased enrollment in the program. Her position is crucial to the success of the program.

Lois Jurhs has been the Administrative Assistant for the Interior Design program for the last few years. Lois provides support to staff by processing all time sheets, substitution pay, FAN communication, collation of documents such as syllabi and office hours and at the same time she responds to students at the front desk. The department relies heavily on Lois.

Gene Flores has been the Division Dean of the VAPAD division which houses the Interior Design department since 2013. Gene is very supportive the Department Chair, Amanda Davis. Gene also communicates openly with part time faculty, something that speaks to his openness and desire for the success of the ID program.

7. The Interior Design Program as a CTE Program

[7.A] The Interior Design Advisory Board

Please refer to part 4.C Community for a review of the past two Advisory Board participants and outcomes.

[7.B] Enrollment patterns

Enrollment continues to be strong in the program. Please see section 4.A for data on enrollment for the past three academic years. Amanda recently attended an Outreach and Orientation Coordinator meeting with plans to increase the Interior Design programs presence at events targeting high school students. This increase communication between Teresa Salinas, Arlene McCashew and Amanda Davis will lead to more outreach at the high school level.

It would be favorable to have more students entering the program from high school.

[7.C] Entrance to the program

It is highly recommended that students attend the new student orientation that is presented by Arlene McCashew. It has been shown that students who take time to make it to the Sylvania campus to attend an orientation session on the ones who will eventually enroll and be successful in the program.

The program does not have a portfolio requirements or minimum requirements above what the college requires.

[7.D] Job placement data

Please refer to section 4.C for an overview of employers for graduates over the past two years.

For the future: the strong emphasis on *outreach* by interior design faculty means that students are face to face working with design professionals during project reviews, at field trips or in internships. This past academic year, Amanda placed 27 students in internships as a collaboration with George Fox and the department of Cooperative Education.

[7.E] Student completion

Please refer to section 4.A for an overview of student who are degree competing and students who are declared interior design students. Students normally take anywhere from an additional quarter to an additional year to complete the AAS degree in Interior Design.

Snapshot:

Important to note that one interior design student is beginning her second year in a full-time position with a notable design-build firm. This student has not completed her degree but achieved enough design skills and confidence to secure a sought-after position. While she is not the “norm” it must be noted that, as a CTE program, not all successful past students hold a degree or certificate in their hands.

[7.F] After PCC

While students are enrolled in the Interior Design program, they hear a lot about becoming a member of a professional interior design organization. As narrated, the Northwest Society of Interior Designers annually partners with design students to encourage them to be active in their organization. The local National Kitchen and Bath Association is represented by Robin Rigby-Fisher, CMKD and embraces student involvement in their chapter meetings. This is the best type of education students can continue to make.

As students become professionals, it is encouraged that they seek out LEED-AP certification. It is also recommended that they seek out the Certified Aging in Place Specialist that is a certification provided by the Home Builders Association. Both certifications require considerable preparation. The achievement of either one is a sign of a life-long learner and appreciated by employers.

Not many graduates of the interior design program “move on” to four-year programs. This has been the observation of the interior design program since the first program review in 2011. There are fewer dual-enrolled students from the Marylhurst program. This is due to a drop in enrollment at Marylhurst for reasons not known to the PCC program.

It should be noted that the interior design profession divides itself into residential and commercial practice. Four-year programs that offer bachelor’s degrees in interior design or two and three year master’s degrees prepare students for work in the commercial design sectors of the profession.

Please see section 4.C for an overview of articulation with four-year interior design programs in the area.

Interior Design Legislation in the state of Oregon

According to the Interior Design Collaboration, IDC website there are plans to introduce a house bill in 2017 to create a certification for “Commercial Interior Designers”. In the past, 2012, 2015, the IDC has not been successful in achieving a passage of registration of Interior Designers. This is mainly because the endeavor is discouraged by the American Institute of Architects, the NKBA and the HBA just to name a few. At the most controversial point is the reality that registration would require individual designers to have passed the National Council for Interior Design Qualification, NCIDQ, Exam. By proxy, just taking the exam requires interior design education and specific design professional experience that is too narrow to be inclusive.

Since her time at Department Chair, Amanda has closely watched the efforts of the IDC and has remained collaborative. At any time that it appears that efforts are made to create a bill which would limit the opportunities of PCC interior design graduates, the Interior Design department would respond strongly.

8. Recommendations

[8.A]

Create a new full-time position for the Interior Design department.

Currently there is a part-time faculty member who is a replacement for retired AD&D faculty, Elizabeth Metcalf. While this faculty member can teach interior design classes, any additional roles or efforts that are required by the college of full time faculty go towards the AD&D committee. It is seen that there is need for both a replacement faculty for Elizabeth’s position and also a full time faculty for Interior Design.

The request for additional full time faculty in interior design goes back to two past program reviews: one in 2005, prepared by then FDC JoAnn Thomas and the last one prepared by the current FDC in 2011.

[8.B]

Understand the limitations of LAC – inspired assessment

The Interior Design SAC Chair, Amanda Davis, understands the demands placed on the college to assess each program annually. The LAC has created a framework that works well for creating data that is understandable from program to program. However, the reality remains that a double effort is in effect: the process the LAC requires and the internal assessment made in different ways for departmental improvement.

It has not been shown that LAC – inspired assessment has generated solid change in interior design curriculum in the same way that internal assessment has. It is a

challenge for the SAC to do *both*. The SAC chair recommends a return to a narrative-format assessment for the Interior Design program.

[8.C]

Continue professional opportunities for all interior design faculty.

The successful representation of interior design faculty at this year's Interior Design Educators' Council conference in Portland was an important event. Faculty members, Amanda Davis, Dorothy Payton, Michelle Mueller and Severin Villiger attended various parts of the conference thanks to grants from the Office of Professional and Organizational Development which paid the conference fees. Informal conversations between the four of them are a bellwether for good changes to come. The focus on academic rigor and design inquiry of the conference has spawned ideas of curriculum change to the program.

The introduction by the college of Multi-year contracts and the dismantling of the Assignment Rights award might change the opportunity for part time faculty to apply for funding for such events. As a department, the hope is that access to this support would continue.

[8.D]

New focus (course) on interior design theory

Input from faculty experiences at IDEC and subsequent conversations reveal a need to include a new course that focuses on design basics; it would be a course dedicated to the conversation about space and user experience. While the course is still in inception mode, it will be a welcome counterpoint to the expertly crafted technical focus of the NKBA courses and the drafting courses. This course has the potential to create an even more balanced approach interior design education.

In conclusion

Graduates of the Interior Design program continue to impress their employers with their resourcefulness in entry-level positions. These roles include those as designers, drafters and sales representatives. The feedback from internship supervisors and employers is very favorable. Indications where improvement is needed in verbal communication, confidence and salesmanship has been addressed with the new course, ID 232 Business Communication for Interior Designers developed and taught by Interior Designer, John Thompson.

It is an honor to lead this program. I feel that we are "at the top of our game" because we address industry-specific needs with time-proven design history and theory. Thank you for the opportunity to produce this report.