

1. Program Description and Scope

Provide a brief narrative that describes the instructional program.

The Interior Design Program is designed to prepare creative students for the broad range of opportunities that are included within the field of Interior Design. Interior Design is multi-disciplinary by nature, and addresses Fine and Decorative Arts, Architecture, Business, Construction, Real Estate, Industrial Design, and Planning, among others. Developing creativity, problem-solving and communication skills, and critical thinking processes are the core of the discipline and the emphasis of all the courses.

Describe how the program specifically serves students, faculty, staff, and/or the community.

The program is instructional by nature and therefore mainly focuses on serving the needs of students. There are three distinct groups of students this program addresses:

1. Those preparing for immediate employment may obtain a Certificate of Achievement in Interior Design or an A.A. Degree in Interior Design. These curricula prepare students for entry-level positions in the various fields of Interior Design. Students currently employed who wish to expand or upgrade their employment base may pursue one of the Certificates of Completion. (See attached Curriculum Guide).
2. Transfer students may opt to pursue Interior Design, Industrial Design, Interior Architectural or other related degrees at a four or five-year college or university. Courses transfer to UC and CSU programs. Articulation agreements with San Jose State University Interior Design Department accept nearly all Ohlone College Interior Design courses. Students transferring to private Schools, such as California College of Arts or the Academy of Art University may negotiate individual course waivers.
3. Interior Design courses offer students interested in life-long learning a general introduction to the arts and humanities while specifically addressing the concerns of new homeowners.

**OHLONE COLLEGE
INTERIOR DESIGN CERTIFICATE PROGRAM**

The Interior Design Program offers a comprehensive curriculum that integrates Interior Design with Fine and Decorative Arts and Architecture, providing a range of opportunities. The courses emphasize the problem solving nature of design.

Certificate of Achievement: Interior Design

This curriculum is designed to prepare creative students for entry-level positions in the field of Interior Design. The job market is varied and offers many employment opportunities which include working for established Interior Designers or firms, in wholesale or retail sales or home furnishings merchandising, as product representatives or as independent consultants or self-employed business-owners.

ART 104B	Three-Dimensional Design	3
ART 104C	Color	3
ART 106A	Descriptive Drawing	3
ART 108	Perspective Drawing	3
ID / ART 150A	Interior Design Concepts	3
ID / ART 150B	Interior Design (pre-req. ID 150A)	3
ID / ART 151	Visualization and Presentation	3
ID / ART 153	History of Decorative Arts	3
ID / ART 155A	Architectural Drafting	3
ID / ART 155B	Architectural CAD (pre-req. ID 155A)	3
ID/ART 156	Architectural Model Making	3
ID / ART 157	Professional Practice for Interior Design	3
ID/ART 158	Textiles	3
ID/ART 154	Contemporary Home Design OR	
ID/ART 159A & B	Applied Design	2
	Total Units	41

Interior Design - Associate in Arts Degree

Complete the Certificate of Achievement listed above along with the College's General Education and Elective requirements. The Associate Degree prepares the student for entry into the field and for further study at the four-year college or university level. Many courses are transferable to UC or CSU.

Certificate of Achievement	41 units
General Education	22 units (min.)
Total Units	60 (min.)

Certificate of Completion: Basics of Interior Design

This Certificate of Completion signifies that the student has received exposure to the major components of Interior Design. This Certificate provides a firm foundation for continued study in the field of Interior Design.

ART 104B	Three-Dimensional Design	3
ART 104C	Color	3
ID/ART 150A	Interior Design Concepts	3
ID/ART 153	History of Decorative Arts	3
ID/ART 158	Textiles	3
ID/ART 154	Contemporary Home Design OR	
ID/ART 159A & B	Applied Design	2
	Total Units	17

Certificate of Completion: Interior Design Technology

This Certificate of Completion signifies that the student has developed basic drafting skills and has knowledge of the design technologies associated with Interior Design. This Certificate provides a good foundation for continued study in the field of Interior Design.

ID/ART 150A	Interior Design Concepts	3
ID/ART 155A	Architectural Drafting	3
ID/ART 155B	Architectural CAD (pre-req. ID 155A)	3
ID/ART 156	Architectural Model Making	3
	Total Units	12

Certificate of Completion: Interior Design Communications

This Certificate of Completion signifies that the student has developed basic graphic and design communication skills, and has a firm understanding and appreciation of the importance of visualization and presentation in the practice of Interior Design. This Certificate provides a good foundation for continued study in the field of Interior Design.

ART 106A	Descriptive Drawing	3
ART 108	Perspective Drawing	3
ID/ART 150A	Interior Design Concepts	3
ID/ART 151	Visualization and Presentation	3
SPCH 115	Career Communications	3
	Total Units	15

Describe how the program addresses current needs and applies current technologies.

As a profession, Interior Design is relatively new, and is rapidly changing and growing. The program strives to keep current. The Interior Design Advisor's Committee is active and essential in helping to guide the program. For example, at their suggestion the curriculum was recently revised and expanded to include a specific class on business practices for Interior Designers (Professional Practice), and a basic Color class. The Certificate of Achievement curriculum now fulfills current educational requirements for professional certification in California. The participation of the Advisor's Committee will continue to be vital as the program continues to evolve to meet the ever-changing professional standards. Hiring practicing professional designers as Adjunct Faculty is another way to keep the classes current with current practices. Unfortunately going rate for experienced designers is higher than what schools offer. This is most evident in the difficulty Interior Design programs have finding CAD instructors.

Describe the impact of the program on the college and the impact the college and /or other college programs have on the program being reviewed.

The program is well integrated within the college. All courses are cross-referenced with Art, and several are required for the Theater and Dance Theater Tech certificate. The Maintenance Department has recently taken on an Interior Design student as an intern. In addition to addressing specific learning concerns, and as a benefit to the college, several Interior Design classes have completed design problems for the school. Faculty have consulted on various campus design problems.

Discuss the impact of the program on the community and the impact of the community on the program.

The immediate and greater communities surrounding the college are rapidly expanding, resulting in a growing demand for design professionals. Traditionally, services catering to the building trades were located in large central cities. The trend now is to locate such businesses nearer the areas of expansion, and to make them more accessible to the general population. Retailers like Home Depot and Lowe's, as well as furniture and accessory showrooms and high-end specialty suppliers are popping up all over. All need to hire knowledgeable employees. An area furniture show room that has employed recent Ohlone Interior Design graduates has offers to pay the tuition for their employees to take Interior Design classes at Ohlone College. Requests from area homeowner for recent independent design graduates or even current students regularly come through the department. In this changing community, Ohlone Interior Design graduates can fill the needs of employers or individual homeowners, and find success as designers.

2. Relationship to Ohlone College Mission and Goals

Show how the program supports one or more of the Ohlone College core values or goals.

The Interior Design Program supports many of Ohlone College's goals.

Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates.

Developing the creativity, problem-solving and communication skills, and critical thinking processes that are core to the practice of Interior Design is the emphasis of all the courses. Most Interior Design classes are taught as studio courses, where various design processes and logic are explored through a series of increasingly complex design projects. The projects are both individual and group oriented. Students learn by doing while working within a community. In effect, students are practicing, and as Interior Design itself is a practice, this educational approach holds the most promise for student success.

Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities and improved course availability.

For years the Interior Design classes were offered at the same time every semester. Class sizes were not full, while students complained that they were not able to get the classes they needed. The students in all the Interiors classes as well as in the supporting classes were surveyed to find out what time slots would work with their schedules. Many students worked full time jobs, and could only take night classes. Other students had young children and needed to be home when the children returned from school (around 2:30). Most other students had part time jobs. Most of the part-time workers worked full days, and would come to class on the days they didn't work. Most students didn't want to schedule classes through a lunch break. Many other students were unable to make early morning classes.

In response to the survey the afternoon classes were moved back 1/2 hour to give the students a lunch break. In addition, 6-hour lab classes were scheduled in 2-day, 3 hour per day periods. Few classes start before 10 AM, and as many classes as possible end before 2:30. All other classes, except the introductory and art classes, are now rotated through different times, and offered every 3 semesters

The curriculum was studied and evaluated to determine how all the classes fit into it. Most class prerequisites were dropped, and classes that do have prerequisites are always offered in sequential semesters. Related classes are grouped (Drafting with Model

making, Interior Design with Viz and Prez, and Textiles with History). The schedule is explained, and a schedule showing the proposed times for class offerings through 2010 is given to students on the first day of classes. (Copy attached). Additional copies of the schedule are given to the counselors.

Full time students can complete a degree or certificate in two years. Part-time students still need several years to complete their degrees or certificates, but all are able to plan in advance.

The downside has been the additional work required each semester to schedule the classes, and the additional work the faculty must put in to prepare. The only full-time faculty member in the Department teaches up to 13 different prep classes over the 3 semesters, and each of the adjunct faculty teach up to 8 different prep classes. None have ideal or stable schedules. All faculty are dedicated to making the program succeed and understand the need to stay flexible and committed.

Interior Design Class Scheduling Proposal

- Classes are scheduled every three semesters.
- Classes are offered at different times.
- Classes with pre-reqs. are sequential (ID 155B follows 155A).
- Related classes are grouped (ID 153 and 158; ID 155A and 156).

Sem.	F 02	S 03	F 03	S 04	F 04	S 05	F 05	S 06
Day	Art 108	ID 156	ID 150B	ID 158 ID 153	ID 155A	ID 151	ID 153	ID 156 ID 159
	ID 158	ID 155A	ID 151	ID 159 Art 108	ID 154	ID 155B	Art 108	ID 157
Night	ID 151	ID 154	ID 155B	Art 104A	ID 156	ID 150B	ID 158	ID 155A

Sem.	F 06	S 07	F 07	S 08	F 08	S 09	F 09	S 10
Day	ID 150B ID 151 ID 154	ID 158 ID 153	ID 155A ID 156	ID 150B ID 155B ID 159	Art 108 ID 154 ID 153	ID 156 ID 155A ID 154 ID 157	ID 155B ID 150B ID 151	ID 158 ID 153 Art 108
	ID 155B	Art 108	ID 157	ID 151	ID 153	Art 104B	Art 104C	ID 159

ID 150A offered morning and night every fall and spring semester.

ART 106A offered fall, spring, and summer semester, times vary.

Art 104B offered every spring semester, Art 104C offered every fall semester.

Provide continuous learning for all personnel associated with the District and promote an organizational structure that is adaptable, collegial, and supportive of the Learning College Model.

Interior design is an evolving field; practitioners must remain current. Adjunct faculty members are practicing designers with professional affiliations requiring continuing education. In addition, most faculty participate in the annual Northern California Student Career Forum. The full-time faculty member recently completed enough upper-division college credits in art, design and technology to advance on the salary schedule. All faculty participate in peer and student evaluations.

Promote and maintain a clean safe and healthy college environment through continuous engagement of students and college personnel in campus preparedness, wellness, beautification and environmental sustainability.

The Foundation for Interior Design Education and Research (FIDER), states that the practice of Interior Design is “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”. The Interior Design program conforms to FIDER standards, and all class projects promote that basic tenet, emphasizing that the goal of design projects is about problem solving and functionality, not just surface decoration. Several Interior Design classes have taken on projects for the college. Design students have exhibits in the library and participate in the Annual Student Fine Art Show.

3. Program Student Learning Outcomes

As a vocational program, the curricula of the Interior Design program are cohesively designed to prepare students to succeed in the field. Courses offered all focus on specific student learning outcomes targeting the knowledge, abilities and skills needed by successful members of the Interior Design profession. An excellent description of these competencies can be found at: www.careersininteriordesign.com, a website created by a consortium of professional organizations, including FIDER, ASID, IIDA, IDEC, IDC, and NCIDQ as a service to individuals considering a career in interior design.

From the website,

As members of a service profession, interior designers' fortunes depend on their ability to satisfy clients. Thus they must understand artistic and technical requirements of a project, interpersonal communication, and management strategies.

Artistic and technical requirements

Interior designers must know how to plan a space and how to present that plan visually so that it can be communicated to the client. Interior designers must also know about the materials and products that will be used to create and furnish the space, and how texture, color, lighting and other factors combine and interact to make a space. In addition, interior designers must understand the structural requirements of their plans, the health and safety issues, building codes, and many other technical aspects.

Interpersonal communications

Interior designers must be comfortable meeting and dealing with many kinds of people. They must communicate clearly and effectively, as well as be attentive listeners. Because they often must work with architects, contractors and other service providers, interior designers need to be both good team leaders and good team players. They must be willing to negotiate and mediate when necessary to solve problems.

Management strategies

Interior designers must have excellent time and project management abilities since they frequently work on more than one project at a time

under demanding deadlines. Interior designers must understand business planning, and they need to know how to sell their ideas to clients, create informative and persuasive proposals and presentations, and maintain good client relationships.

The courses in the Interior Design curriculum are inter-related and designed to address this range of required proficiencies from multiple perspectives. These courses are matrixed with the applicable student learning outcomes below:

Student Learning Outcome	Related courses
Space planning	ID 150A, ID 150B, ID 155A, ID 156,
Visual presentation	ID 150A, ID 150B, ID 151, ID 155A, ID 155B, ID 156, ART 106A, ART 108
Materials, products & furnishings	ID 150B, ID 153, ID 154, ID 155A, ID 158, ID 211
Texture, color & lighting	ID 159A, ID 159B, ART 104B, ART 104C , ART 106A
Structural requirements	ID 154, ID 155A
Health & Safety Issues	ID 150A, ID 150B, ID 154, ID 155A, ID 157
Building codes	ID 150B, ID 154, ID 155A, ID 157, ID 159A
Communication skills	ID 150A, ID 150B, ID 151, ID 155A, ID 155B, ID 157, ID 158, ART 104B, ART 104C, SPCH 115
Time management	ID 150A, ID 150B, ID 151, ID 155A, ID 155B, ID 157, ID 158
Project management	ID 150B, ID 155A, ID 155B, ID 157, ID 158
Business planning	ID 157

The specific learning objectives for each course are iterated in the Official Course Outlines. For example, two of the objectives of the Interior Design Concepts and Interior Design classes, (ID / ART 150A and ID / ART 150B), address space planning; Identify, analyze, and evaluate design criteria, and formulate design problems within a logical process. Space planning is addressed in Model making (ID / ART 156); Experiment with a wide range of model-building techniques and media to solve practical and specific three-dimensional design problems.

4. Analysis of Student Success in Reaching Program Outcomes

One of the most appealing aspects of Interior Design is that it is multidisciplinary and broad, offering a wide range of career opportunities for many kinds of people with varied interests and talents. This is reflected in the broad range of associated competencies. Strategies for acquiring this diverse a set of skills obviously must vary, and consequently methods of determining and analyzing learning outcomes vary.

Traditional assessment techniques are used to analyze students' success in reaching learning outcomes in some classes. Early in the semester, vocabulary and identification exercises and tests are used in drawing and history classes, helping students form a strong base to support more complex learning objectives. Research projects with verbal and graphic presentations actively involve students learning about materials, business practices, codes, and health and safety issues, and foster communication skills.

Many of the classes have adopted a "studio" approach to learning. In a studio, students work on projects designed to simulate real-life situations. The problems start simple and gain in complexity over the course of the semester. Many are group projects. Students work in class, collaborating with other members of the class. Work is evaluated continually in informal, one-on-one reviews, and more formally at crucial points in the process over the course of the semester. Some of these reviews (usually mid-project), are private, between the instructor and student, but most are public and involve discussion of each student's work by all members of the class. These "critiques" are an excellent tool to facilitate communication skills. They also provide feedback to students as to how well they have achieved the goals of the problem, how well they can use the knowledge they have gained in the class, and how well they are able to assimilate the range of skills addressed across the curriculum.

In addition to all-class reviews, other classes may also require one or more portfolios of work where pieces of work from throughout the semester are seen together. Portfolios are very effective in showing the change in skill level from the beginning to the end of the class, as well as giving a clear sense of the depth and breadth of the student's mastery. Most Interior Design students will need a portfolio of work when job-hunting or transferring. Their portfolios will include projects from across the Interior Design curriculum, and serve as an excellent tool for evaluating the student's success in reaching their own educational goals. Understanding how to put a portfolio together is another skill design students will need long after they leave school. Professional designers use portfolios of past projects as marketing tools.

5. Assessment of Program Through Review of the Teaching Learning Process

Whereas it is possible to assess student success in reaching program outcomes through the variety of assessment methods discussed, it is much harder to accurately assess the overall success of the program. The Instructional Basic Program / Discipline Review Data (attached at end of report), for the program gives some useful information. The program has retention and success rates that compare with overall campus numbers, and the program has maintained favorable numbers of enrolled students despite overall campus declines. The program is quite small, (even for a vocational program), but the true size of the program is not clear, as the classes are all cross referenced, which is not reflected in the data.

What is lacking is a way to accurately determine how many students actually complete their educational plans, and a way to follow students after they leave Ohlone to determine if they in fact fulfilled their educational goals.

As stated earlier, there are three main groups of students addressed by this program: 1. Those preparing for immediate employment, 2. Transfer students, and 3. Students interested in life-long learning. Adequate information is needed for all three groups.

The program is vocational; students should have developed adequate skills to enter or return into the job market successfully. Although the Advisor's Committee continually reviews the curriculum, (recent changes are addressed in earlier sections of this report), there is no set method to get feedback from our students to learn if they do feel competent, or to learn what is lacking after they start working, or even to learn where they end up working. Some students have returned to give updates on their work, and they do praise the program, but a more comprehensive system is needed. These students preparing for immediate employment may earn either a Certificate of Achievement, or one of several smaller Certificates of Completion, but many others simply want to upgrade skills, or get jobs without completing all of the requirements for the certificate. At present there is no way to track the number of student who have earned the Certificates of Completion.

A similar problem exists with tracking the students planning to transfer. Many complete their educational goals here at Ohlone and transfer without completing a degree or certificate, and many others get a more general AA degree. The AA degree and certificates in Interior Design all require many classes that are offered as Upper Division classes in the 4 and 5-year Interior Design programs. Students are wise not to take these classes, opting only for classes that will transfer, but that discounts the true value of the Interior Design program. There has been some work towards developing an AA Transfer Degree in Interior Design, but that has stalled. Interior Design Degree curriculums vary wildly from school to school. The state schools have initiated a process to define a basic, core program that would be required of all Interior Design transfer students, but have not

been able to reach consensus for even 3 core classes. Still other students continue their education in other related fields, such as Architecture or Industrial Design.

Students interested in life-long learning may take only one or two classes and get what they need from the program, but again there is no formal method of feedback.

Keeping up with all the alumni could serve as a useful tool not only for feedback, but also as a resource tool and network. Developing a web site with an alumni link would be an effective method to address these problems.

6. **Assessment of Program Improvement Since Previous Program Review**

This step will be implemented during the next program review cycle using these guidelines. Areas in question will relate to improvements resulting from the changed schedule and any methods implemented to track former students.

Interior Design Review and Dissemination Team

Walter Birkedahl: Division Dean

Denise Owen: Program Coordinator

Joan Long: Faculty Member part of the Program

Mark Nelson: Faculty Member not part of the program

Bertha Cabrera: student enrolled in the program

Jackie Wise: member of the community (Advisory Board member)

This report will be presented to the entire Advisor's Committee for review and discussion at the next scheduled meeting, (May 19, 2006).