
Interior Design

Cycles included in report:
Cycle #3 8/1/14 to 7/31/15

Program Name: Interior Design
Program Cycle: #3 8/1/14 to 7/31/15

1 Program Summary

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Interior Design Program students consist of students seeking career training for their first job, students retraining for a second career and students seeking personal enrichment. Varied certificate and associate degree options are designed to meet the needs of students seeking to become an interior designer, a kitchen and bath designer, a wholesale or retail design manufacturer's representative, or an interior design entrepreneur.

The Interior Design program began in 1981 as the Interior Merchandising Program. The ITMD program currently consists of three AAS degrees: Interior Design #2750, Interior Merchandising #2760 and Interior Entrepreneurship #2770. There are three certificates: Decorating Certificate #6520, Interior Design Retail Sales/Manufacturers Representative Certificate #6510, and Interior Design Advanced Certificate #4400. (Two previously deleted certificates still appear in the data sets.)

The Floral Design Certificate, now part of the Interior Design Program offerings, began as the Floriculture Program in 2008. The Floral Design Certificate moved from Horticulture and Science to the Business Division and into the Interior Design Program in Fall 2011. The Floriculture and Interior Design program numbers are sometimes shown separately and sometimes combined. Two separate program review reports will be completed to address unique considerations of both parts of the Interior Design Program.

The National Kitchen and Bath Association endorsed the JCCC Interior Design program in 2003. Students completing the kitchen and bath design track (Interior Design AAS plus ITMD 271 Kitchen and Bath Planning and Design) are qualified to take the Associate Kitchen and Bath Design certification exam after completing one year of work experience. The Interior Design Program is pleased to be recognized for "Excellence in Kitchen and Bath Education" in 2014 by the National Kitchen and Bath Association for the 2013 submissions of student work.

The Interior Design AAS degree provides the educational component needed to apply for the "Interior Design Fundamentals Exam" from the National Council of Interior Design Qualification. The IDFX is the first in a series of 3 exams, plus qualified work experience required for passage of the NCIDQ examination. The NCIDQ is used by some states, including Missouri, to qualify interior designers in title act and/or practice act legislation. (The Interior Design Program maintains cooperative agreements with Metropolitan Community Colleges.)

Research and data collection led to a curriculum revision process refreshing all the interior design program offerings during the 2013/2014 academic year. Degrees, certificates, and class outlines were carefully analyzed for industry relevance. A few new classes were developed to meet interior design industry changes. To make room in the curriculum for the new offerings, existing class objectives were combined into other classes and a few classes were deleted. Degrees and certificates are carefully tiered beginning with the new curriculum in Spring 2015 that maximize efficiencies within the program and increase the potential for transferability.

The Interior Design Advisory Board approved a new mission statement at their Spring 2014 meeting. "JCCC's Interior Design Department inspires students to think creatively, critically, and collaboratively and prepares students for professional employment in the interior design field." The Interior Design Program continues to successfully prepare students for future success through the curriculum development process.

1.1 Degree Offerings

Associate of Applied Science Degrees offered from 2011 to 2014:

Interior Design AAS #2750
Interior Merchandising AAS #2760
Interior Entrepreneurship AAS #2770

Degrees no longer offered beginning Spring 2015:

Interior Merchandising AAS #2760
Interior Entrepreneurship AAS #2770

Interior Design Program Associate of Applied Science Degrees offered beginning Spring 2015:

Interior Design AAS #2750 (Sustained from Previous)
Interior Design: Kitchen and Bath AAS #2970
Interior Design: Marketing and Management AAS #2960

1.2 Certificate Offerings

Certificates offered 2011-2014:

Decorating Certificate #6520 (offered through Fall 2014)
Interior Design & Merchandising Certificate #4210 (deleted in previous curriculum revision and not currently offered)
Interior Design Advanced Certificate #4100 (offered through Fall 2014)
Interior Design Sales Manufacturers Representative Certificate #6510 (offered through Fall 2014)
Interior Products Sales Representative Certificate #6500 (deleted in previous curriculum revision and not currently offered)

Interior Design Program certificate offerings Spring 15:

Interior Design Sales Certificate #6540
Interior Design Staging Certificate #6530

2 Program Resources

3 Reflection on Institutional Data

The interior design program was dramatically affected by the recession beginning in 2008. It is beyond the scope of this document to determine cause of the recession, but the effect was devastating on the housing and commercial building industry and related professions. The JCCC Interior Design program found fewer students interested in entering the field and the career program began to shrink in numbers as shown by Program Review Data. The interior design program responded by carefully researching industry trends and our program offerings. The Interior Design Program improved and better aligned the program offerings for future students. Interior design billing indices are now positive indicating the potential for future industry growth and a return of more students pursuing interior design as a career.

Interior Design's total student credit hours decreased by 19% over the three year period from academic year 2011-2012 to 2013-2014. Full time faculty credit hours decreased by 16% and reflect the net loss of one full time faculty member. In Spring 2012 one full time faculty member resigned and was not replaced. In Spring 2013 one full time faculty member retired and was replaced. Part time faculty student credit hours decreased by 31%.

Interior Design enrollment numbers decreased by 33% and average class size decreased by 10%. Several contributing factors tend to depress the average class size. A few classes were taught as "Course By Arrangement" to allow students to complete classes needed for their certificate or degree even though the registration numbers were very low in the classes. Faculty facilitated the classes needed by the smaller number of students and taught CBA class offerings for the benefit of the students, even though the level of work required is not balanced by the compensation received. The Interior Design program has combined some sections within one classroom with one instructor. While the instructor is only paid for one class, two similar classes are taught simultaneously. These

combinations include sections of ITMD 237 combined with ITMD 239 or ITMD 147 combined with ITMD 213. Combined classes count as two separate classes for data collection purposes thus reducing our average class size. In the 2013-2014 academic year, if combined classes sections were counted as one instead of two and if Course By Arrangement classes were not included in the total, our average class size increases by one student, increasing from n to $n+1$. The typical interior design class has a capacity of 18 to 20 students. One additional student is significant and is approximately a 5% increase.

A chart is attached showing a graph comparing the national housing starts economic indicator to the official fall enrollment numbers for the JCCC Interior Design Program. The interior design numbers drop and follow the trend indicated by housing starts.

Our students completion rate remained very high, climbing from 91.3% in 2011-2012 to 93% in 2013-2014. Attrition rate remained low overall.

The Course Completion, Success and Attrition By Distance Learning and On-Campus Courses by Course Number data provided a surprising insight. Interior Design faculty discuss the fact that online classes fill first in enrollment, even though online courses typically receive lower student satisfaction ratings. The data provided in the Program Review Data shows that completers and completer success rates are higher for distance learning classes when compared to the same classes offered F2F. Completer rate average is 90.45% for DL and is 87.14% for F2F. Completer success rate average is 90.93% for DL and 84.19% for F2F. Additionally, attrition rate is 9.54% for DL and is 12.25% for F2F. The data provided an unexpected vote of confidence for distance learning class offerings.

Recent improvements in the Interior Design Program offerings will better prepare graduates for successful careers in the industry. The housing and commercial building industry needs an influx of personnel to fill jobs vacated during the recession.

Comparison of Housing Starts and ITMD Enrollment Revised 12.1.14 [XLSX 11 KB 12/1/14]

4 Student Success

As a Career Program offering three AAS degrees and three certificates, the Interior Design Program focuses on preparing students to successfully begin their careers in interior design. Most of our students pursue the Interior Design AAS and exit our program with nearly as many career specific courses as a typical graduate from a Bachelors degree. Students receive instruction in all the areas identified by the Council for Interior Design Accreditation, CIDA. The Interior Design Program received the 2013 Excellence in Education Award, based upon the quality of submitted student work, by the National Kitchen and Bath Association, NKBA, our accrediting agency.

curriculum graduate skills chart [DOCX 1,665 KB 10/25/14]

4.1 Define Student Success

When asked What defines student success? at the Fall 2014 Advisory Board meeting, board members listed the following thoughts:

Students come to JCCC with goals in mind. A student may want to complete a degree or certificate, take classes to transfer, take classes for interest or to increase knowledge for job success. If a student accomplishes his/her goal then he/she has achieved success.

As someone who interviews upcoming graduates, a strong portfolio is the sign of student success!

(Along with) presentation skills, how (graduates) present themselves along with their designs.

(Student success is defined in the Interior Design program) mission statement: Professional employment in the interior design field. (Or,) transfer to 4 year school for a degree.

Student who is interested and engaged in the learning process.

Work that is nourishing the lives of clients and community.

During the Interior Design curriculum planning process in 2013-2014, it was imperative that we define what a JCCC Interior Design graduate should look like in terms of skills and knowledge upon graduation. This was our benchmark for student success. We developed these categories of skills and knowledge based on what the industry was demanding, what students were demanding, what our accrediting body was demanding, what four year institutions were demanding and what licensing exams were demanding. Taking all of these entities into account we came up with the following skills

and knowledge for graduates to possess upon graduation:

Technical Knowledge, Communications skills, Aesthetics knowledge, Creativity, Business skills, Global perspective, organizational skills. We further broke these categories out and mapped them to our curriculum. Please see the attached documents.

Student skills and knowledge at graduation [PDF 144 KB 11/20/14]

4.2 Achieve/Promote Student Success

Students complete a sequence of integrated lecture/lab classes that combine specific learning objectives in a hands-on active learning environment to prepare students for their chosen career. Lecture classes cover the interior design industry knowledge base and provide the background necessary for both academic and career success. Students are required to attain a grade of C or higher in any course that is a prerequisite for another course to assure that they have the knowledge and skills necessary to be successful. In addition, students complete two internships to better understand their career options. The Interior Design Capstone class prepares students, through a review of the program curriculum and preparation of a resume and portfolio, for entry into the work force. The success of our graduates is highlighted by our Job Opening Bulletin Board, with over 40 current listing of businesses that want to hire our students. A recent graduate, Lisa Otterness CKD, who attained her Certified Kitchen and Bath Designer credentials through her JCCC academic training, work experience, and passing both written and design examinations, told current classes of students that there is a mafia of JCCC interior design graduates and you will find them in all aspects of the industry, and they will have your back and help you succeed. The 2013 Occupational Information Network: Interior Design report shows that 78% surveyed completed a Bachelors degree and 22% surveyed completed an Associates Degree. The rigorous nature of the JCCC Interior Design program prepares our students to compete successfully and find jobs.

Faculty in interior design classes willingly answer student questions and promote student advising opportunities with the program chair. The Interior Design program maintains a vibrant website including a Facebook page. The program faculty act as advisors for three student chapters representing the major industry professional organizations: American Society of Interior Designers, ASID; International Interior Design Association, IIDA and National Kitchen and Bath Association, NKBA. These three student chapters all coordinate their efforts under the umbrella JCCC club, the Interior Design Student Association, IDSA. Interior Design promotes student success through the networking opportunities available to students through these professional organizations activities. Students are welcome and encouraged to attend local industry association meetings and events. Faculty introduce students to local industry resources that they will use in their careers.

The following interior design program outlook was compiled by the JCCC Office of Institutional Research. The JCCC Office of Institutional Research conducts a follow-up study of program completers one year after completion. Sixty-three percent of the interior design program completers who responded to the short-term follow-up study conducted during the 2010-11 academic year were employed full-time in a job related to interior design and reported earning an average hourly wage of \$12.75. This is not a flattering report; however, this report was conducted based on the responses of graduates entering the industry during the height of the 2008 recession and dramatically shows the recessions impact on the housing industry. That Interior Design Program's graduates were able to attain employment, even in such difficult times, attests to the success of the interior design program. Historically, over the thirty-three years of the programs existence, the program usually experienced 80% and sometimes 100% job placement at comparatively better wage levels. Future studies will likely show an improvement. Data from the 2013 Occupational Information Network: Interior Design shows a US median salary for interior designers surveyed at \$48,000, with a Kansas median wage for interior designers surveyed at \$43,600.

4.3 Successful Transfer

While the majority of our graduates find a career locally in the interior design industry, some choose to transfer to other related programs to complete a Bachelors degree. Graduates of ITMD have successfully completed Bachelors degrees from Park University in Interior Design, Central Missouri University in Interior Design, and University of Missouri Kansas City in Urban Planning. A graduate of JCCC Interior Design is currently enrolled in Kansas State University College of Architecture and Design.

The interior design program is planning to focus on improving transfer options for students. With curriculum changes effective Spring 2015, several potential roadblocks to successful transfer of our

ITMD courses will be improved. A series of one- and two-credit-hour courses were combined into three-credit-hour courses to improve transferability and all ITMD degrees, certificates and courses were updated. Curriculum from other potential transfer institutions was examined to find equivalencies during the curriculum development process.

The University of Kansas Environmental Design program is no longer available as an undergraduate option. The Interior Architecture and Interior Design programs at Kansas State University are both selective admission programs. As such, strong grades and a portfolio of student work completed in an Associate Degree program would be favorable for admission consideration. Courses, along with samples of the students coursework, would be considered individually. Additional options to pursue possible transferability are University of Missouri and also SCAD - Savannah College of Arts + Design. JCCC has a transfer agreement with Park University and both interior design programs maintain a list of course equivalencies. The transfer agreement with Ottawa University to complete a Bachelors of Business Administration, including transferring in any of the Interior Design program AAS degrees, is a strong option for students seeking a Bachelors degree.

5 Assessment of Student Learning Outcomes

Assessment&CurriculumChart [XLS 41 KB 9/3/14]

Copy of ProgramQuestionFileView2 [XLS 46 KB 10/21/14]

5.1 Reflection on table provided on assessment.

Over the past two academic years, a significant amount of time was spent on assessing the structure of the degrees and certificates in the Interior Design Program in preparation for the curriculum development process. As part of this process, the Interior Design Program faculty researched, analyzed, and assimilated data that affected and defined the curriculum updates.

New and updated courses were mapped to the Student Learning Outcomes at JCCC and to competencies required by accrediting agencies for interior design education. The Curriculum Mapping spreadsheet is attached in 9.1 Specialized Accreditation Standards. The Assessment Table completed in section 5.0 references our curriculum that is active through Fall 2014. Updated classes are listed with the primary SLO that will be attached to in the revised class in the Spring 2015 updated curriculum.

The Interior Design Program is now beginning to look at assessment of student learning outcomes again. Over time these assessment activities will help us improve courses further as additional questions are identified. Currently, we are assessing one of the courses that challenges our students, ITMD 271, Budgeting and Estimating, in collaboration with the JCCC Math Resource Center.

5.2 Significant Assessment Findings

The interior design program developed rubrics for use in multiple classes that address how Student Learning Outcomes are expressed in interior design classes. The Interior Design Program addressed SLO 3: Communicate effectively through the clear and accurate use of language.

There was a difference found between studio classes and lecture classes. Students in lecture classes had more issues with information organization. Students in studio classes, while having some issues with information organization, had the most issues with design verbiage. Non-traditional students had more refined communication skills than traditional-aged students.

Students in studio classes described their solutions to specific projects often using drawings and boards. These tools/props seem to help them with the organization of information. There were issues seen in both types of classes regarding introductions and conclusions. Non-traditional aged students had fewer problems with this than did traditional-aged students. The main issue in the studio classes were the use of "HGTV" terminology instead of design verbiage to explain their solutions to their projects. This was common across all age ranges.

Students in lecture classes had more issues with information organization. These students were presenting oral reports regarding some aspect of either interior design history or of the interior design profession. These reports utilized design terminology most appropriately, as should be expected, since the design verbiage was embedded in the specifics of the subject matter.

SLOA Reporting Interior Design Outcome 3 (2) [DOC 910 KB 10/28/14]

General Outcomes Links

Student Learning Outcomes SLOs

#3 - Communicate Effectively Communicate effectively through the clear and accurate use of language

5.3 Ongoing Assessment Plans

The Interior Design Program is currently assessing SLO 5: Process numeric, symbolic and graphic information in ITMD 271 Budgeting and Estimating in collaboration with the Math Resource Center.

SLOPlanningDocument Interior Design and Math Resource Center [DOCX 291 KB 10/28/14]

General Outcomes Links

Student Learning Outcomes SLOs

#5 - Process numeric Process numeric, symbolic and graphic information

6 Curriculum Reflection

The Interior Design Program updated and developed a new set of degrees that better focus the curriculum. The Interior Design Program combined curriculum in a new way without losing content while solving problems with transferability and issues that affected KBOR funding and Perkins funding. The Interior Design Advanced Certificate was deactivated and the active classes moved into associate degrees. The Advanced Certificate was originally created to meet the requirements of the National Council for Interior Design Qualification requiring 60 hours of interior design specific classes to meet the academic requirements to sit for the certification examination. With the Spring 2015 curriculum, ITMD retained 64 hours of Interior Design courses plus six hours of drafting/technology courses which more than meets the 60-hour standard. The only active course deleted that was not replaced was Interior Textiles II. An Honors Class, ITMD 125H Interior Textiles, will offer similar opportunities to interested students.

The Interior Design AAS was updated adding additional instruction in commercial design and in construction methods to prepare students to join the integrated design teams define by the United States Green Building Council, USGBC, and promoted by Leadership in Energy and Environmental Design, LEED, certification standards.

The Interior Design Kitchen and Bath AAS created a more efficient degree to meet the NKBA standards. Students take 3 fewer credit hours to meet the NKBA standards. This new degree will allow students to complete six hours of classes specifically focused on kitchen and bath design, up from our previous offerings with only three hours offered specifically addressing kitchen and bath design.

The Interior Design Marketing and Management AAS fulfilled two goals. First, the Interior Design Marketing and Management AAS prepares students to open their own business or enter the wholesale supply side of the interior design industry. In addition, this degree offers an efficient approach for students wishing to complete the Bachelors in Business Administration through Ottawa University's transfer program.

The Interior Design course offerings, not including Honors, decreased from 33 courses to 23 courses in Spring 2015. We combined classes to create efficiencies and better transfer potential. Our program curriculum is carefully tiered and designed to maximize Kansas Board of Regents and Perkins Funding opportunities.

ID Proposed Curriculum Changes presentation for curriculum reflection [PDF 2,693 KB 10/16/14]

Program Review Curriculum Reflection [DOCX 21 KB 11/11/14]

6.1 Honors Contract(s)

In the old curriculum:

Honors Contracts were offered in ITMD 123 Space Planning, ITMD 213 Lighting Design and Planning and in ITMD 221 Residential Design.

In the new Spring 2015 Curriculum:

Honors Contracts offered in ITMD 125 Interior Textiles, ITMD 202 Interior Design II (was Space Planning), ITMD 215 Environmental Systems for the Interior Designer (was Lighting Design and Planning), ITMD 222 Interior Design III (was Residential Design)

6.2 New Course Offerings

The Interior Design Program offers the newly revised curriculum, developed in Fall semester 2014, for the first time in Spring Semester 2015.

The Interior Design Program modified the degrees and certificates offered and modified all classes.

ID New program mapping of CIDA SLO LEED NKBA [PDF 216 KB 10/16/14]

7 Faculty Success

Of the eleven faculty members in the Interior Design Program, nine hold masters degrees. Masters degrees in Interior Design are often considered to be terminal degrees, with doctorates in the field being extremely rare. Faculty without Masters degrees are qualified by significant industry experience and specialized certifications. The faculty team works together to support student success. Everyone goes above and beyond expectations to support students and department initiatives. Many faculty members hold professional certifications in the field and maintain currency through the professional organization's stringent continuing education requirements.

7.1 Departmental Accomplishments

The attached document gathers the Interior Design Program's Reports to the JCCC Board of Trustees for the past three academic years. Interior Design Program faculty are professionally active in the greater Kansas City interior design community. The reports highlight specific faculty accomplishments, including presentations and publications.

The Interior Design Program supports the Interior Design Student Association, which contains student chapters of the three major professional associations that represent the interior design profession: American Society of Interior Designers, International Interior Design Association and National Kitchen and Bath Association. This association creates scholarship opportunities, professional development opportunities, and networking opportunities for our students.

The Interior Design Program promotes opportunities for students to engage with community design related projects when appropriate, including service learning opportunities.

In 2013 the Interior Design Program's accrediting Agency, the National Kitchen and Bath Association, awarded a certificate acknowledging 10 years as an accredited program. In 2014, for student work submitted in 2013, the Interior Design Program was awarded the Excellence in Education Award by NKBA.

Program success can often be measured by the accomplishments of graduating students. The NKBA and ASID boards contain many JCCC graduates as board members and officers. Graduate's work was published in the Kansas City Star and local design magazines. Graduates have won professional design association competition awards.

Program Review 2014 Department accomplishments [DOCX 25 KB 10/28/14]

7.2 Faculty Accomplishments

Interior Design Program faculty all bring significant industry experience as successful professionals to the educational arena. Faculty are industry leaders in their areas of specializations. Faculty hold a variety of professional degrees that focus on various areas of the industry and education. Faculty share their expertise with the greater Kansas City and design community through publications, presentations and participation in professional organizations.

The following attached business website links, JCCC blog links and faculty resumes offer a detailed look at each faculty members specific education, skills, community service, and goals.

<http://blogs.jccc.edu/dgreen14/>

<http://blogs.jccc.edu/bkalkof/>

<http://www.baileydesigngroup.us/aboutUs/history.aspx>
<http://www.armstrongkitchens.com/about.htm>
<http://new.floralaccentsbydiana.com/about-floral-accents/>

Dalene Erwin [DOCX 23 KB 10/30/14]

Jan Cummings [DOC 45 KB 10/30/14]

Jo Randolph [DOC 64 KB 10/30/14]

Jo Wilson [DOCX 62 KB 11/11/14]

Kathryn Grube [PDF 1,422 KB 10/28/14]

Nikki Potter [DOCX 24 KB 10/30/14]

7.3 Innovative Research, Teaching or Community Service

The strength of the Interior Design Program lies with its faculty team. Professor Bobanne Kalkofen is the Program Chair with experience in both residential and commercial design. Associate Professor Darla Green focuses on student learning, curriculum and sustainability. Assistant Professor Kathryn Grube is in the Peer Review Process and is supporting the program through leading marketing and recruitment. Assistant Professor Grube brings expertise in color application and research, cabinetry specification and sustainability.

Assistant Professor Grubes work is published and she continues to pursue a research focus on the psychological and physiological effects of color within the built environment.

Adjunct faculty each bring unique backgrounds and strengths to the program. Adjunct Professor Jan Cummings brings the experience gained prior to her retirement as Professor and Program Chair. Professor Cummings interests lie in the historical underpinnings of interior design, sustainability and textiles. Adjunct Professor Jo Randolph's interest lie in sustainability and textiles. Adjunct Professor Dalene Erwin brings residential design experience to the classroom. Adjunct Professor Jo Wilson brings her residential entrepreneurial expertise to the classroom. Adjunct Professor Diana Ryan and Adjunct Assistant Professor Nikki Potter share their floral design expertise. Adjunct Professor Kristeen Armstrong-Scott is the kitchen and bath design expert. Adjunct Professor Jeff Bailey brings his business acumen and interior product knowledge to the faculty team. As a team, we work together to improve the learning experience for the students.

Faculty often bring projects benefitting issues at JCCC or not-for-profit organizations to integrate into the learning environment. Recent projects supported AIDS research through the Design Industry Foundation Fighting AIDS, Kansas City Symphony through room design for the KCSA Symphony Show House and decorating donor trees and wreaths for the Enchanted Forest Event benefitting the Marillac Home for Children. Our student chapter advisors work with students to support several design related charitable endeavors throughout the year. Recent class and club projects supported sustainability efforts and the food pantry at JCCC.

8 Goal Setting and Action Plan

8.1 Long-term Goals

1. Increase the average number of students per section while maintaining appropriate upper class size limits and remaining responsive to student's needs.
2. Integrating appropriate technology in the interior design program offerings.
3. Improve transfer opportunities and effectively communicate transfer options.
4. Assess success of newly modified curriculum and plan for continuing improvement.
5. Enhance instructional methods to prepare students for LEED Green Associate level certification.

General Outcomes Links

Key Campus-wide
Performance KPIs

Indicators

Full-time Graduate and Transfer	Full-time Graduate and Transfer (3-year cohort)
2 - Part-time Graduation and Transfer	Part-time and Graduation and Transfer (6-year cohort)
4 - Student Satisfaction	(Measured by Noel-Levitz Student Satisfaction Inventory) on the following indicators: Instructional Effectiveness Registration Effectiveness Concern for Individual Academic Advising/Counseling Safety and Security

Student Learning Outcomes

#8 - Use technology	Use technology efficiently and responsibly
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*External Outcomes Links***Key Performance Indicators**

Full-time Graduate and Transfer	Full-time Graduate and Transfer (3-year cohort)
2 - Part-time Graduation and Transfer	Part-time and Graduation and Transfer (6-year cohort)
4 - Student Satisfaction	(Measured by Noel-Levitz Student Satisfaction Inventory) on the following indicators: Instructional Effectiveness Registration Effectiveness Concern for Individual Academic Advising/Counseling Safety and Security

Student Learning Outcomes

#8 - Use technology	Use technology efficiently and responsibly
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8.1.1 Actions/Resources Required

1. Increase the average number of students per section while maintaining appropriate upper class size limits and remaining responsive to student's needs.

S. Evaluate opportunities to impact average class size: recruitment, student advising, scheduling, curriculum management

M. Average class size increases.

A. Analysis and action to improve factors in our control should impact the numbers.

R. This could lead to better class size for many team and peer activities within classes. Increasing average class size may reduce the cost per credit hour, ultimately benefitting students by helping to control the cost of their education.

T. Analysis and action are both ongoing, but refining the focus and time is needed to evaluate the success of efforts.

2. Integrate appropriate technology in the interior design program offerings.

S. Technology integration was identified as important by several Interior Design Program Advisory Board members.

M. The way to measure technology integration might be to add a question to student evaluations or exit interviews and tabulate and compare responses. We also could explain the technology integration changes to the Interior Design Advisory Board and then poll the board members for their thoughts and rating of our success in accomplishing this goal.

A. In process, but opportunity to improve exists.

R. Students develop additional skills needed for their future careers.

T. This goal would be longer term.

3. Improve transfer opportunities for students who wish to transfer.
 S. Curriculum development addressed some issues to make this an opportunity for improvement.
 M. Addition of additional transfer agreements or courses that transfer successfully. Development of tools to advise students of their transfer options.
 A. In process, but potential to identify and address additional issues to improve transfer success for those students who are interested in transfer.
 R. More transfer options, developed through collaboration with other institutions, and better communication of those options could potentially save the students money and time in the transfer process.
 T. Will take time to see results and develop transfer agreements. Likely 3-4 years out.

4. Assess newly modified curriculum and plan for continuing improvement.
 S. Faculty currently meet weekly to discuss program and class options.
 M. Interior Design Program exit surveys, completed as part of a Capstone Class required assignment, allow students to assess and comment on success of classes and curriculum. Another assessment may be to poll practicing graduates.
 A. With new modified curriculum beginning in Spring 2015, faculty currently developing instructional details for classes.
 R. Strengthen curriculum based on student and/or graduate feedback.
 T. Likely a three year lag until sufficient feedback is available for consideration.

5. Enhance instructional methods to prepare students for LEED Green Associate level certification.
 S. Newly modified curriculum addresses LEED concepts. Added sustainability objective to 75% of modified and new classes.
 M. Student success in responding to key LEED concepts. Could become a new assessment question/plan. Eventually we should see an increase in rates of graduates passing the LEED GA exam.
 A. This is one of many considerations that went into the curriculum development process. Would like to specifically consider LEED concept attainment success.
 R. Opportunity for students to successfully attain recognized industry accreditation.
 T. The focus needs to begin now with the first offering of the modified curriculum in Spring 2015. The success of this goal begins with awareness and responsiveness to curricular opportunities. This goal needs to be refined over time

8.1.2 Updates on Long-Term Goals

8.2 Short-Term Goals

1. Develop an archive of class material for faculty reference.
2. Strengthen communication with students through electronic media.
3. Strengthen accredited Interior Design Kitchen and Bath offerings.
4. Revise Exit Interviews to reflect new curriculum.

General Outcomes Links

Key Performance Indicators Campus-wide KPIs

- | | |
|--------------------------|--|
| 3 - Persistence | Persistence Fall-to-Fall
(Measured by Noel-Levitz Student Satisfaction Inventory) on the following indicators: Instructional Effectiveness Registration |
| 4 - Student Satisfaction | Effectiveness Concern for Individual Academic Advising/Counseling |

Safety and Security

External Outcomes Links

Key Performance Indicators Campus-wide KPIs

3 - Persistence	Persistence Fall-to-Fall
4 - Student Satisfaction	(Measured by Noel-Levitz Student Satisfaction Inventory) on the following indicators: Instructional Effectiveness Registration Effectiveness Concern for Individual Academic Advising/Counseling Safety and Security

8.2.1 Actions/Resources Required

1. Develop an archive of class material for faculty reference.
 - S. Currently in process using Infoshare platform. Considering other platforms for archive purposes.
 - M. Shared web based departmental archive planned in addition to individual faculty collection of digital and paper files. Submissions representing all/most current classes in Interior Design Program Curriculum.
 - A. Partially accomplished but needs additional submissions. Also needs organization and a better technology solution.
 - R. Class material archive will allow for virtual reaccreditation by NKBA. Archive materials will allow faculty to compare instructional materials, inspire alternative approaches to instruction, maintain instructional consistency, and form a basis for continual improvements.
 - T. Basic framework of class material archive needs to be ready for NKBA reaccreditation in April 2015.

2. Strengthen communication with students through electronic media.
 - S. Currently use IDSA list serve to communicate with about 1/3 of students who are members. Need a department wide student list serve. Need to develop specific guidelines for use of such a list serve for students.
 - M. Compilation of list and plan for updating list in process. Specific guideline for list use developed. Communicate with students through department list serve.
 - A. Process is being explored. Understand that it is achievable, but only through department member's time and effort. Need a more efficient solution for maintaining the list's accuracy.
 - R. Communicate important departmental information in a timely manner with students.
 - T. Because of other more pressing commitments, this is unlikely to receive attention before Fall 2015.

3. Strengthen accredited Interior Design Kitchen and Bath offerings.
 - S. Meet criteria for reaccreditation by NKBA.
 - M. Re-accreditation obtained.
 - A. Use NKBA learning outcomes mapped to curriculum as new and modified classes are taught. Evaluate, adapt, and adopt specific NKBA materials, such as the Professional Resource Library, when appropriate.
 - R. Accreditation benefits graduates by providing the education needed for taking the Associate Kitchen and Bath Certification exam.
 - T. Some decisions and actions will be needed prior to NKBA reaccreditation virtual visit in April 2015.

4. Revise Exit Interviews to reflect new curriculum.
 - S. Set up new forms with help of document services for easier data capture.
 - M. Want to maintain integrity of previous entries and simply add to data base.
 - A. Should be attainable and eventually improve the process.
 - R. Gives students a direct voice. Analysis of results lead to curriculum improvement benefitting students.
 - T. This is a first step to accomplish and should be completed within a year for student use.

8.2.2 Updates on Short-Term Goals

9 Accreditation Standards

The Interior Design Programs recent curriculum development process used data collected from graduating student exit interviews, industry environmental scans, professional organization standards, accrediting agencies' expected competencies, advisory board suggestions and faculty experience to analyze curriculum changes and updates needed before embarking on the curriculum development process. AQIP 1,2,4 KPI 4

Interior Design Program collects data through student Exit Interviews. A short term goal will be to revise these exit interview forms to improve the efficiency of data collection. AQIP 1,5,6 KPI 4

The Interior Design Department encourages faculty to attend continuing education opportunities. Assistant Professor Kathryn Grube recently received a Special Grant to attend the International Association of Color Consultants and Designers (IACC) Certification Seminars 1 and 4 in San Diego, CA in October 2014, and is set to complete international certification in fall 2015. Associate Professor Darla Green is pursuing a grant to attend the Interior Design Educator's Council in Spring 2015. Professor Diana Allison (resigned in 2013) and Professor Bobanne Kalkofen completed ReGreen Certification sponsored by the American Association of Interior Designers and the United States Green Building Council with the help of grant funding from the JCCC Center for Sustainability. Professor Bobanne Kalkofen attended Greenbuild with the help of grant funding from the Center for Sustainability. AQIP 3,4

With the help of the Advisory Board, the Interior Design Program formulated a new mission statement in Spring 2014. "JCCC's Interior Design Department inspires students to think creatively, critically, and collaboratively and prepares students for professional employment in the interior design field." AQIP 2,4 SLO 2

An Interior Design Program goal will be to improve and effectively communicate transfer options. The program maintains Cooperative Agreements with the Metropolitan Community Colleges in Missouri. KPI 1,2

Along with the Fashion Merchandising and Design Program, and the Career Pathways Department, the Interior Design Program is planning to host a high school event in conjunction with the March 6, 2015 Fashion Show. The event will likely attract 150-400 high school students to JCCC.

The Interior Design Program supports a club for students, the Interior Design Student Association, which combines the student chapters of three professional organizations: The American Society of Interior Designers, ASID; the International Interior Design Association, IIDA; and the National Kitchen and Bath Association, NKBA. The organizations, and their activities, offer civic engagement, networking and service learning opportunities to students. AQIP 1,2,4

The Interior Design Program hosts an Advisory Board meeting each semester. Board members represent the varied opportunities within the field of Interior Design. AQIP 2,4

Most Interior Design Courses bring in industry leaders as guest speakers in classes and arrange field trip opportunities within the course structure to connect students to the field of interior design. The current information provided by industry contact is important. AQIP 1,2,4

General Outcomes Links

Key Campus-wide
Performance KPIs
Indicators

Full-time Graduate and Transfer	Full-time Graduate and Transfer (3-year cohort)
2 - Part-time Graduation and Transfer	Part-time and Graduation and Transfer (6-year cohort)
	(Measured by Noel-Levitz Student Satisfaction Inventory) on the

4 - Student Satisfaction following indicators: Instructional Effectiveness Registration Effectiveness Concern for Individual Academic Advising/Counseling Safety and Security

Student Learning Outcomes SLOs

#2 - Collaborate Collaborate Respectfully with others

External Outcomes Links

Key Performance Indicators Campus-wide KPIs

Full-time Graduate and Transfer Full-time Graduate and Transfer (3-year cohort)

2 - Part-time Graduation and Transfer Part-time and Graduation and Transfer (6-year cohort)

4 - Student Satisfaction (Measured by Noel-Levitz Student Satisfaction Inventory) on the following indicators: Instructional Effectiveness Registration Effectiveness Concern for Individual Academic Advising/Counseling Safety and Security

Student Learning Outcomes SLOs

#2 - Collaborate Collaborate Respectfully with others

9.1 Specialized Accreditation

JCCC Interior Design NKBA accreditation Body of Knowledge map [PDF 259 KB 10/16/14]

10 Resource Request/Adjustment

The Interior Design Program successfully pursued grant funding to create a Lighting Lab in GEB 361, to add parallel bars to existing drafting tables in GEB 358, to add monitors in GEB 358 and in the hallway display cabinet outside GEB 356 to advertise interior design program, student organization, and community information. In addition, grant funding provided switch boxes allowing faculty and students to use a variety of devices: Android tablets, iPads, and laptops for projection and presentations in GEB 356. Grant funding provided an iPad for exploring the use of Apps for interior design. Interior Design faculty and students strive to keep pace with dynamic opportunities to improve their learning environment. The attached list identifies future opportunities for specific improvements.

BudgetChart [XLS 2,000 KB 9/3/14]

Interior Design Budget Chart [XLS 2,006 KB 11/1/14]

10.1 Long-range Adjustment to Resources

Interior Design Program is likely to experience growth over the next decade based on economic factors and the positive Occupational Outlook for Interior Design. The program may need budgets increases to support increases in numbers of students.

Program Review Computer Resources [DOCX 14 KB 11/1/14]

Program Review Interior Design Program Resources [DOCX 14 KB 11/1/14]

10.2 Educational Technology Support

The use and importance of technology in the profession of interior design is increasing rapidly. The Interior Design Program needs to stay abreast or ahead of the industry in technology updates. The Interior Design Program currently coordinates with the Drafting Program to instruct classes in AutoCAD. Interior Design courses and labs rely upon programs such as 20/20, Chief Architect, and

SketchUp. Interior Design courses and labs also use Adobe and Photoshop products. Our students become proficient in using Microsoft products such as Word, Excel, PowerPoint and Publisher. Interior Design Program students take elective classes from the Drafting Program in SketchUp and Revit. Some students also take elective classes in Adobe Photoshop.

Computers for the Interior Design Program student and faculty use need to be powerful enough and have graphic capabilities to successfully run these programs. The Interior Design Program students need to print and scan larger format documents, up to at least 11" x 17" paper size. Interior Design students need access to plotting capability for larger format drawings, up to 24" by 36", and currently use plotters in the Drafting Labs when needed. Color printing is sometimes needed for student project completion.

The Interior Design Program has significant online content in most courses. Adequate technology support eases the transition when Learning Management Systems change. The rapid pace of adoption of changing technology, in many JCCC Departments, is challenging to learn and navigate. Additional, extended technical support hours would be helpful. Students often complete online class work late in the evening or on weekends for the following week. Faculty, working online from home, on the other side of the equation, often keep those same weekend hours. Skilled technical support, available when problems occur including over the weekend, is needed to ease the transition as faculty struggle to serve the student population efficiently through technology.

The Interior Design Program is actively exploring alternative delivery methods and more mobile technology delivery options. Technology support needs to be familiar with multiple platforms and software.

End of report