



OAKLAND
COMMUNITY
COLLEGE

INTERIOR DESIGN NEEDS ASSESSMENT

Final Report

Requested by:

Chancellor's Council
and
College Curriculum Committee

Prepared by:

The Office of Institutional Research
July 1999

**Oakland Community College
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Question 1: What is the description of the proposed program?

The proposed program in Interior Design encompasses courses specifically related to interior design, those in a supportive role, general education courses, and a variety of recommended electives. Below is a list of these courses including the corresponding number of credits. For a more detailed explanation of each interior design course see Appendix A.

Program Description

Major Courses **Credits**

INT 130	Introduction to Interior Design	3
INT 115	Sketching & Drafting for Interiors	3
INT 120	CAD Interiors Applications	3
INT 114	Interior design Materials	3
INT 218	Lighting & Color for Interiors	3
INT 220	Advanced CAD/ CAP Interiors Applications	3
INT 250	Professional Practices & Presentations	3
INT 256	Interior Design Studio	

Required Supportive Courses

ART 152*	Basic Design	3
ART 257	Advanced Design	3
ART 151	Basic Drawing	3
ARC 100	Architectural Drafting I	4
ARC 112	Architectural Construction Materials	3
POL 151*	American Government	3
SPE 161*	Fundamentals of Speech	3
ENG 151*	Composition I	3

* General Education Requirement

Recommended Elective Courses

ARC 113	Architectural Design I	3
ARC 116	Interior Design & Color Theory	3
LST 230	Interior landscape Design	3
ART 156	Art Appreciation	3
THE 156	Introduction to the Art of Theater	3
PHO 170	Beginning Digital photography	3
ACC 111	Fundamental Accounting	3
BUS 121	Starting & Operating a Small Business	3

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Question 1: What is the description of the proposed program?

Program Description (continued)

General Education Requirements

Mathematics/ Science	3
Social Science	3
Physical Education	3

- Necessary credits for the proposed Associate's Degree in Applied Science will total 62.

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Question 2: What is the relationship between the proposed program and the College's Mission and Purpose?

Link Between Program and College Mission and Purpose

- Please see individual course descriptions in Appendix A.

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Question 3: In what industries are students likely to work after taking courses in the program or graduating from the program?

Industries of Employment after Dematriculation

- Interior designers primarily provide services in two different venues, residential and commercial.
- The 1999 OCC Interior Design Employer Survey found that approximately 16% of area designers work exclusively in residential settings, 12% only work in commercial locations, and 62% provide services to both residential and commercial clients. Those whose business consists of both residential and commercial report that 67% is related to commercial industries, while the remaining 23% is residential.
- At a national level interior designers usually work in one of the seven following industries: self-employment, furniture and home furnishing stores, miscellaneous business services, engineering and architectural services, wholesale trade, paint, glass, and wallpaper stores, and department stores (Bureau of Labor Statistics, 1996).
- According to the 1996 Bureau of Labor Statistics, nationally interior designers are proportionally employed into the following industries:
 1. 41.5% Self-employed
 2. 23.8% Furniture and home furnishing stores
 3. 11.9% Miscellaneous business services
 4. 9.6% Engineering and architectural services
 5. 5.9% Unreported
 6. 2.7% Wholesale trade, other
 7. 2.3% Paint, glass, and wallpaper stores
 8. 2.3% Department stores
- The Dun and Bradstreet marketing database identified 655 companies in Southeast Michigan (Genesee, Lapeer Livingston, Macomb, Oakland, Washtenaw, and Wayne counties) that provide interior design services.
- Field research completed at the Michigan Design Center's Interior Design Job Fair, on May 18, 1999, found that there were broad spectrum of industries seeking interior designers. For example, the majority of industries that were represented included home furnishings, department stores, and miscellaneous business services (Hudson's, Interior Dynamics Inc., Thom Op). There were, however, other industries represented, such as the automotive (Ford Motor Company) and home improvement industries (Home Depot).

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Question 4: What are the mid and long range forecasts for the industries associated with interior design?

National Industry Outlook

- There is an expected increase among all of the identified interior design industries from 1996 to 2006.
- The largest percentage increase was for those interior designers that are self-employed (34%).
- The remaining industries are anticipating much smaller percentage increases of approximately 3% or less.
- The following table represents a ten year forecast of job opening increases within each industry:

National Trends

Industry	Estimated in 1996	Projected in 2006	Percent Change
1. Self-employed	26,100	35,100	+34.4%
2. Furniture stores	509,700	554,900	+0.9%
3. Misc. business	1,599,600	2,086,900	+3.1%
4. Engineer & Architect	839,100	1,051,700	+2.5%
5. Wholesale trade	4,129,400	4,764,900	+1.5%
6. Paint, glass, wallpaper	65,200	69,000	+0.6%
7. Department stores	2,387,700	2,518,700	+0.6%

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Question 5: What occupations are students likely to obtain after taking courses in the program or graduating from the program?

Potential Occupations

- Few clients, especially commercial clients, are willing to entrust responsibility for designing living and working spaces, not to mention high budgets, to an interior designer with no formal credentials.
- Recent interior design graduates, from both 2 and 4-year educational institutions, usually obtain an entry-level position where they can learn from a more experienced designer. There is an enormous amount of emphasis placed on a new graduate's portfolio of work completed while in college.
- Generally, graduates of two-year programs start as assistants to designers.
- Graduates with an associates degree in interior design may find employment as one of the following positions, whereas the managerial and director positions are rarely filled by new graduates:
 1. Assistant Designer
 2. Set Designer
 3. Designer
 4. Junior Designer
 5. Design Director
 6. Project Administrator
 7. Project Manager
 8. Operations Manager
 9. Showroom Manager
 10. Project Coordinator
 11. Decorator
 12. Draftsman
 13. CAD Operator
 14. Merchandise Planner
 15. Residential or Contract Interior Designer
 16. Showroom Manager
 17. Product Representative
 18. Sales Manager
 19. Furniture Designer and Manufacturer
 20. Material Designers and Specialists
 21. Lighting Designers
 22. Hospitality Designers
 23. Health Care Facility Designers
 24. Fixtures, Furnishings and Finishes Specifiers

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Question 5: What occupations are students likely to obtain after taking courses in the program or graduating from the program?

Potential Occupations (continued)

- Due to the lack of national licensing, most new interior designer graduates try to achieve endorsement from the National Council for Interior Design Qualification. This entails 6 years of combined educational and work experience prior to a written test that must be taken.
- New graduates of 2 and 4-year institutions can expect low starting pay, high competition and often be assigned difficult clients.
- A beginning interior designer must accept jobs that offer basic practical experience and handle long hours.
- The 1999 OCC Interior Design Employer Survey found that 18 (21%) of those surveyed were companies, the remaining 68 (79%) being self-employed. Of the companies surveyed, 5 (28%) have hired an interior designer with an Associate's degree.
- The 1999 OCC Interior Design Employer Survey also found that only 1 (10%) of those companies that hired an interior designer in the last 12 months had an Associate's degree. Whereas, 9 (90%) reported that their new hires has a Bachelor's degree.
- According to Arlena Hines, Director of Interior Design Technology at Lansing Community College, and Robert Zebrowski, the Home Depot Recruitment Representative at the Michigan Design Center's Job Fair, both state that there has been a recent demand for interior designers who specialize in kitchen and bath design.

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QUESTION 6: What Skills must students learn while in the program? (For employment or to successfully transfer)

Recommended Acquired Skills (continued)

- Abilities:
 1. Visualization- imagine how something will look after it is moved around or when its parts are moved or rearranged
 2. Fluency of ideas- ability to generate numerous ideas about a given topic
 3. Originality- unusual or clever ideas, creative ways to solve a problem
 4. Oral expression- communicate information so others will understand
 5. Oral comprehension- listen and understand information and ideas presented

- Interviews completed at the Michigan Design Center's Job Fair suggest that skills necessary for a successful career vary greatly, depending on the employer's needs. For example, Home Depot seeks individuals who will have a broad base of knowledge from design and architecture, from remodeling a kitchen space to choosing the right paint and wood. Ford Motor Co. places emphasis on drawing skills, stating that Computer Aided Design (CAD) is important, but not absolutely necessary.

Source: 1999 OCC Interior Design Employer Survey

- The following list ranks the importance of interior designer skills based on the opinion of 86 designers surveyed:
 1. Visualization
 2. Oral comprehension
 3. Knowledge of design
 4. Openness to new ideas
 5. Oral expression
 6. Fluency of ideas
 7. Decision making
 8. Originality
 9. Sales and marketing
 10. Operations analysis
 11. Persistence
 12. Knowledge of local codes
 13. Knowledge of flammability standards
 14. Information about the Fine Arts
 15. Mathematics knowledge
 16. Knowledge of state codes
 17. Openness to influences
 18. Use of CAD
 19. Knowledge of toxicity standards
 20. Knowledge of federal codes

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QUESTION 6: What Skills must students learn while in the program? (For employment or to successfully transfer)

Recommended Acquired Skills (continued)

- This table presents the skills/qualities that each source of information identified as important.

Skill/Quality	Occupational Outlook Handbook	Occupational Information Network	Interior Design Employer Survey	Proposed Program
Visualization	X	X	X	X
Oral comprehension	X	X	X	X
Knowledge of design		X	X	X
Openness to new ideas	X		X	X
Oral expression	X	X	X	X
Fluency of ideas		X	X	X
Decision making		X	X	X
Originality	X	X	X	X
Sales and marketing		X	X	X
Operations analysis		X	X	X
Persistence	X		X	
Knowledge of local codes	X		X	
Knowledge of flammability standards	X		X	
Information about the Fine Arts		X	X	X
Mathematics knowledge		X	X	X
Knowledge of state codes	X		X	
Openness to influences	X		X	X
Use of CAD	X		X	X
Knowledge of toxicity standards	X		X	
Knowledge of federal codes	X		X	

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Question 7: Are the occupations acquired entry-level or are they more advanced?

Status of Initial Occupation

- Most new graduates gain employment in an entry-level position where he or she would be an assistant to a more experienced interior designer (See question #5).
- There are some uncommon cases when new graduates have obtained previous work experience prior to college enrollment. These individuals may find a position that is more advanced than entry-level.

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Question 8: Are interior designers experiencing job growth or are job openings due to replacement of current workers?

Future Employment Prospects for Interior Designers

National and State Outlook

- Nationally, in 1996 the Bureau of Labor Statistics indicated that the number of interior designers needed will climb from 62,900 in 1996 to 80,100 in 2006, or a 27.5% increase.
- In a 1994 report by the Bureau of Labor Statistics, there were 3,050 interior designers statewide in Michigan. This is estimated to grow by 8% or to 3,300 in the profession by 2005. (A net growth of 250 more jobs in a 10 year period.)
- It is anticipated that there will be an annual average of 70 job openings in the state of Michigan from 1994 to 2005. The openings are due to job growth and net replacement of interior designers.

Metropolitan Detroit Area Outlook

- The Michigan Job Commission Employment Service Agency's Office of Labor Market Information (MJCESA) projects an increase in interior designer job openings from 1994 to 2005 for the area surrounding OCC (i.e., Lapeer, Macomb, Monroe, Oakland, St. Clair, and Wayne Counties).
- The MJCESA reports that in 1994 there were 1,120 interior designers in the areas including and neighboring OCC. They anticipate an increase of 200 jobs over the course of ten years (1994-2005) to a total of 1,320 in 2005. This represents a 17.8% growth.
- The MJCESA also forecasts an annual average growth for interior designers in the area around OCC to be 35 jobs. Of these jobs 18 are expected to be because of job growth and 17 are due to replacement of other interior designers because of retirement, death, disability, and other reasons.
- Out of the 453 occupations that the MJCESA reports, interior designers ranks 216th or at the 47.6th percentile. That is, approximately 52.4% of all the occupations listed expected less job growth than the interior design field. The most expanding occupation is for labors (12,160 projected new jobs), while the smallest growth is expected to be 10 new jobs for various occupations such as, embalmers, judges, and chemical engineers.

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Question 9: What is the expected annual salary for interior designers?

Current and Projected Annual Salary for Interior Designers

- According to the Princeton Review, nationally interior designers have an average starting salary of \$21,500.
- The Princeton Review also reports that after someone has been working in the field for 5 years the average salary is \$29,000.
- Average salaries increase dramatically after 10 to 15 years. The Princeton Review reports that at a more mature point in an interior designer's career they can earn an average of \$60,000 a year.
- A very small number of nationally known designers can earn as much as \$100,000 to \$250,000 or more a year.
- The Michigan Job Commission Employment Service Agency Office of Labor Market Information indicates that the 1996 average hourly rate of pay for interior designers in Michigan was \$13.29.
- The Bureau of Labor Statistics reports that nationally interior designers have median hourly wage of \$13.66, which converts to \$28,400 annually. They also report that interior designers in Michigan earn a lower median hourly wage of \$12.63 or \$26,300 annually. These results are based on a 40-hour workweek for 52 weeks.
- In 1996, the national midrange hourly salary for interior designers is \$10.24 to \$18.96 or \$21,300 to \$39,400. This is more than for Michigan, which ranges from \$9.29 to \$16.11 an hour or \$19,300 to \$33,500 annually.
- More recently, the Bureau of Labor Statistics produced the 1997 National Occupational Employment and Wage Estimates for Interior Designers. The following chart summarizes their findings:

National Interior Designer Salary Segmentation

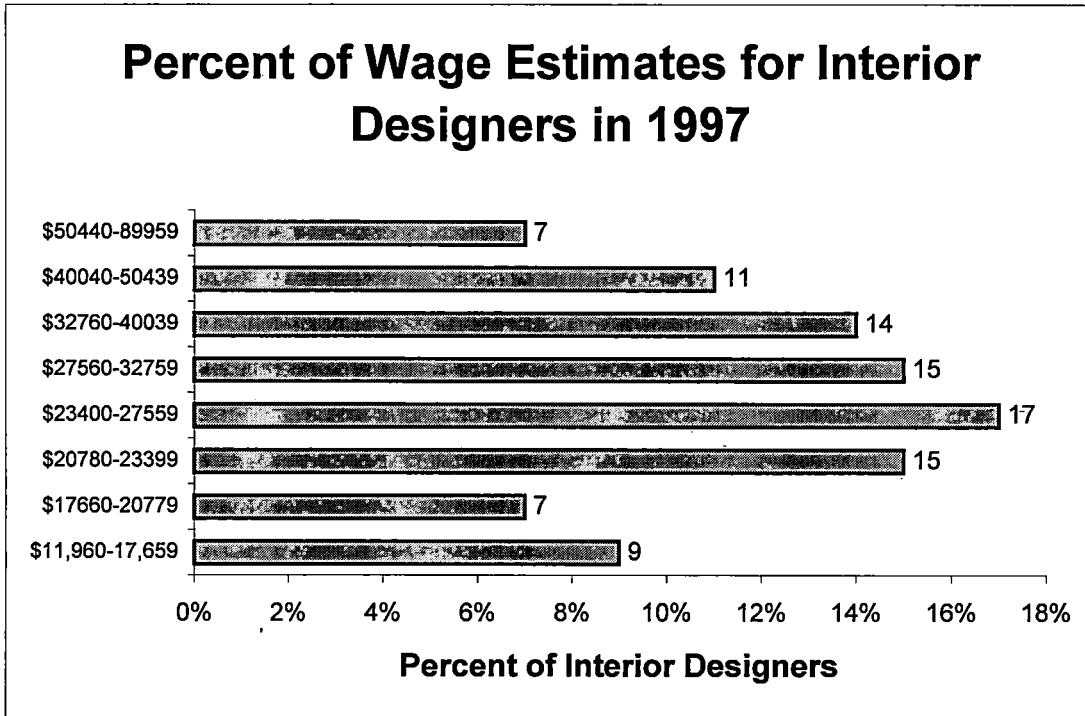
Hourly	< \$5.75	\$5.75- 8.49	\$8.50- 9.99	\$10.00- 11.24	\$11.25- 13.24	\$13.25- 15.74	\$15.75- 19.24	\$19.25- 24.24	\$25.25- 43.24	\$43.25- 60.00	\$60.01 & over
Annual	Under \$11,960	\$11,960 -17,659	\$17,660 -20,779	\$20,780 -23,399	\$23,400 -27,559	\$27,560 -32,759	\$32,760 -40,039	\$40,040 -50,439	\$50,440 -89,959	\$89,960 -124,820	\$124,821 and over
Percent of Employment	*	9%	7%	15%	17%	15%	14%	11%	7%	*	*

* Less than 3% of employment.

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Question 9: What is the expected annual salary for interior designers?

Current and Projected Annual Salary for Interior Designers (continued)



- The 1999 OCC Interior Design Employer Survey found that on average new interior designers can expect an average annual salary of approximately \$22,000.

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Question 10: What are the minimum education and experience requirements of interior designer employers?

Education and Experience Requirements

- Entry into the profession of interior design usually requires graduation from an accredited college, university or professional school of interior design. Correspondence or home study courses are not considered a substitute for formal education.
- Although interior designers do not explicitly require a college degree, almost all interior designers have a Bachelor of Arts or a Bachelor of Applied Arts.
- It generally takes 3 to 5 years of practical experience, beyond achieving a degree, to become a fully qualified interior designer.
- The interior design field is the only design field subject to government regulation. Only 22 states have required licensing. Because licensing is not mandatory in Michigan membership in a professional association is universally recognized as a mark of achievement for interior designers. The National Council for Interior Design Qualification (NCIDQ) requires 6 years of combined educational/ work experience in order to take the test for certification (4 yr. Degree + 2 yrs work experience or 2 yr. degree and 4 yr. Work experience) minimum 2 years work experience (one cannot have just educational experience)
- It is also recommended that interior designers have some formal training in the liberal arts, with courses in merchandising, business administration, marketing, and psychology.
- With our society's increased dependence on computer technology, interior designers are utilizing computer-aided design (CAD) to assist with creating numerous versions of space design, as well as inserting, editing, or replacing images—making it possible for clients to see and choose among several designs. Thus, the need for computer skills and knowledge of design software is recommended.
- According to various employers at the 1999 Interior Design Job Fair, degrees and experience are weighted differently, according to employer's needs. Commercial designers such as Interior Dynamics, Inc. place a premium on a four-year degree from a F.I.D.E.R. accredited school, while others such as Thom OP look at work experience and talent. Some places, such as Hudson's and Home Depot, require a degree, but state that a two-year associate's degree is acceptable.

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Question 10: What are the minimum education and experience requirements of interior designer employers?

Education and Experience Requirements (continued)

- According to the 1999 OCC Interior Design Employer Survey, 90% of companies have hired an interior designer with a Bachelor's degree. The remaining 10% had an Associate's degree. Also, prior to being hired, these interior designers had approximately 3 years of practical experience.

- However, self-employed interior designers are more likely to have an Associate's degree (44%) than a Bachelor's degree (6%). Thirty percent (30%) of self-employed interior designers reported having no formal training, 2% had a Master's degree, 12% had a certificate, and the remaining 6% had workshop training. Thus, 36% of the interior designers surveyed had no formal training.

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Question 11: To what extent are there opportunities for advancement in the field?

Career Prospects for Interior Designers

- The career path of an interior designer is heavily dependent upon years of experience and education completed.
- The Princeton Review reports that two years into the profession, many aspiring interior designers work as assistants or interns since entry into the field is competitive. Salaries are low, hours are long and job satisfaction may be low. About twenty percent of potential interior designers leave the profession in the first three years.
- After five years of experience most interior designers have significant professional experience and have a paying job in the industry. A large number have passed the federal licensing exam which increases the responsibility associated with projects, as well as working relatively unsupervised. During this time many interior designers may contemplate becoming self-employed. Hours are more stable, and salaries increase.
- When an interior designer has about ten years experience they have more responsibilities linked to budgeting, cost-estimating and extensive client contact. Most interior designers who wanted to start their own business have done so and can provide actual examples of their work in homes, offices, or stores. The number of hours remains stable and salaries increase.
- Career advancement is highly contingent upon the interior designer's skill and ability to interact with others in a professional and clear manner. As an interior designer becomes more experienced and matured, his or her reputation is an important factor influencing the briskness of business and recommendations.
- About 28% of companies surveyed in the 1999 OCC Interior Design Survey feel that there is no real path for advancement, while another 28% believe there are multiple paths. The remainder of companies reported that there was only one career path for new hires. Unfortunately, it could not be ascertained exactly what these paths consisted of.

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Question 12: What are the national, regional and local job prospects for interior designers?

Future Employment Opportunities

- See question #5.

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Question 13: What is the expected duration of need for an interior design program?

Expected Need for Program

- Based on interviews with designers at the Interior Design Job Fair, commercial markets (designers of office space) are tied to the industry that they serve. A booming economy results in many opportunities for designers. Recessions, likewise, lead to very few jobs.
- At this rate, there is a blending of commercial and residential services being offered since home office designs are growing in popularity. Again, this may be more the result of the economy than any fundamental shift in the workforce.
- As long as the economy is sustained or continues to grow, then there will be a need for commercial designers.

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Question 14: What are the indicators for student/customer demand for the program?

Student/Customer Demand

- As stated in Question 13, the economy is perhaps the leading indicator of demand.
- According to Arlena Heines of Lansing Community College, a more conservative approach leads to a more constant demand. Specifically, she refers to the niche market of kitchen and bath designs (residential). Commercial markets are considered a bit more volatile, whereas every home comes equipped with a kitchen and bath. This provides a broader customer base in which to seek employment.

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Question 15: What is the estimated size of the continuing education market for interior designers?

Continuing Education Market

- New graduates of interior design programs often pursue membership in one of three main interior design organizations. They often seek certification from the National Council for Interior Design Qualification (NCIDQ). This is an important step in an interior designers career since membership in the two well-respected professional associations, International Interior Design Association (IIDA) and American Society for Interior Designers (ASID), is contingent upon passing the certification examination.
- Membership in IIDA requires 10 credits of continuing education every year to be in good standing and remain endorsed by the organization. However, according the 1999 OCC Interior Design Employer survey, Interior Designers do not feel that affiliation with IIDA is that important (ranking a 4.74 on a scale from 1 to 10).
- Currently, NCIDQ and ASID do not require continuing education credits but both strongly recommend participation in such events to remain competitive and up-to-date about interior design issues.
- Preliminary indications are that larger companies, such as Ford and Thom OP train in-house or they send their designers to national training, such as NEACON in Chicago.
- According to the 1999 OCC Interior Design Employer Survey, there are many interior designers who mentioned taking workshops at the Michigan Design Center. However, when approached with the idea of enrolling in a workshop at Oakland Community College, there was lukewarm response to the idea. Below outlines the responses gathered regarding the likelihood of enrolling (Note: Numeric values represent percentages):

<u>Course Length</u>	<u>Unlikely to enroll</u>	<u>Likely to Enroll</u>	<u>Undecided</u>
1-day	43.1	54.6	2.3
2-day	55.9	41.8	2.3
1-week	75.5	22.2	2.3
8-week	82.6	15.1	2.3
15-week	86.0	11.7	2.3

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Question 15: What is the estimated size of the continuing education market for interior designers?

- As can be seen, interest fades with each increasing increment. Interior designers are not interested in longer courses and are only marginally interested in one and two day courses.

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Question 16: What are the characteristics of the students who are most likely to enroll in the program?

Potential Student Characteristics

- According to data received from the Michigan Department of Education 1997-98 enrollment data, the most common design students tended to be female, and a large percentage were white. Most programs were 60-80% white female, with the exception of Wayne County Community College, where black females outnumbered white female students 2 to 1.

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Question 17: What is the current student market for an interior design program?

Current Student Market

The following data was received from the Michigan Department of Education for the 1997-98 academic year.

NUMBER OF 1997-98 GRADUATES PER INSTITUTION		
College	PROGRAM NAME	GRAND TOTAL
Delta	INTERIOR DESIGN	6
Grand Rapids	ARCHITECTURE, TRF	5
Grand Rapids	INTERIORS & FURN	9
Henry Ford	INTERIOR DESIGN	3
Lansing	INTERIOR DESIGN ASSISTANT	4
Macomb County	FLORAL DESIGN/MANAGEMENT	0
Macomb County	FLORAL DESIGN/MANAGEMENT	0
Wayne County	INTERIOR DESIGN	0

REPORTED ENROLLMENT, FALL 1997		
College	PROGRAM NAME	GRAND TOTAL
Delta	INTERIOR DESIGN	44
Grand Rapids	INTERIORS & FURN	73
Henry Ford	INTERIOR DESIGN	79
Lansing	INTERIOR DESIGN ASSISTANT	22
Wayne County	INTERIOR DESIGN	12

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Question 17: What is the current student market for an interior design program?

Current Student Market (continued)

REPORTED ENROLLMENT, WINTER 1998*		
College	PROGRAM NAME	GRAND TOTAL
Delta	INTERIOR DESIGN	48
Grand Rapids	ARCHITECTURE, TRF	83
Grand Rapids	INTERIORS & FURN	101
Henry Ford	INTERIOR DESIGN	119
Lansing	INTERIOR DESIGN ASSISTANT	43
Macomb County	FLORAL DESIGN/MANAGEMENT	1
Macomb County	FLORAL DESIGN/MANAGEMENT	1
Wayne County	INTERIOR DESIGN	21

* Note: Fall and Winter enrollment can not be summed due to chances of duplicating students or missing student attrition rates.

The following data was gathered from the Michigan Department of Education. The numbers represent the number of enrolled students in various design programs.

NUMBER OF 1996-97 GRADUATES PER INSTITUTION		
College	PROGRAM NAME	GRAND TOTAL
Delta	INTERIOR DESIGN	8
Macomb	FLORAL DESIGN/MANAGEMENT	0
Macomb	FLORAL DESIGN/MANAGEMENT	1
Wayne County	INTERIOR DESIGN	0

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Question 17: What is the current student market for an interior design program?

Current Student Market (continued)

REPORTED ENROLLMENT, FALL 1996		
College	PROGRAM NAME	GRAND TOTAL
Delta	INTERIOR DESIGN	54
Henry Ford	INTERIOR DESIGN	84
Macomb	FLORAL DESIGN/MANAGEMENT	3
Wayne County	INTERIOR DESIGN	0

REPORTED ENROLLMENT, WINTER 1997		
College	PROGRAM NAME	GRAND TOTAL
Delta	INTERIOR DESIGN	41
Grand Rapids	INTERIORS & FURN	73
Henry Ford	INTERIOR DESIGN	57
Henry Ford	INTERIOR DESIGN	13
Wayne County	INTERIOR DESIGN	11

* Note: Fall and Winter enrollment can not be summed due to chances of duplicating students or missing student attrition rates.

- As can be seen, results of enrollment vary according to college. There seems to be rather high enrollment for Henry Ford and Grand Rapids Community College. Delta and Lansing Community College enrollments are not as high, but seem to be rather steady.

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Question 18: To what extent are there similar interior design programs being offered in Southeast Michigan? Will OCC be competing for the same students?

Similar Programs

- The following is a list of Community Colleges that offer degrees in Interior design. To the extent that they differ, the degree granted is listed next to the college:

Henry Ford Community College*

Macomb Community College*

Lansing Community College

AA Interior Design Tech

Southwestern Michigan College

AA Applied Sciences

North Central Michigan College

Delta Community College

Grand Rapids Community College

Wayne County Community College

*Macomb and Henry Ford are the only two community colleges in the area that may compete for OCC students. This assumes that students are seeking an Associates degree in Interior Design.

- Five universities are FIDER approved and offer bachelors degrees in Interior Design. These schools are:

Eastern Michigan University

Kendall College of Art and Design

Lawrence Tech

Michigan State University

Western Michigan University

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Question 19: How many students are expected to enroll in the program over a five-year period?

Potential Five-year Student Enrollment

- This information cannot be fully obtained. Enrollment data could only be obtained from the 1996-97 and 1997-98 academic years. Each college seems to have rather different enrollment numbers, making it impossible to even estimate the expected enrollment of students for one year, five years or ten years.
- From the enrollment data (see Question 17), it would seem that there is interest in interior design at the community college level. However, it is not within the data to predict the enrollment for the next five years, especially given the indication made by design companies interviewed at the interior Design Job Fair that jobs are directly tied to the economy. Barring any economic recession, one could expect continued growth and growing interest in this field, which could equate to increased enrollment, but such predictions are beyond the scope of this report.
- Please see Question 35 for approximate three-year projections.

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Question 20: How many students are expected to enroll in the program over a ten-year period?

Potential Ten-year Student Enrollment

- This projection is too difficult to make, as it seems that interior design is tied to the economy. Demand will increase or decrease depending on economic factors. Enrollment, therefore, can be expected to fluctuate accordingly.

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Question 21: What are the enrollment and degree trends at other educational institutions with interior design programs?

Educational Institution Comparison

- As noted in Question #17, there are very few degrees granted. However, there seems to be interest in the field in terms of enrollment.

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Question 22: To what extent are there opportunities for partnerships, alliances, articulation agreements with other educational institutions as well as businesses?

Opportunities for Partnerships and Alliances

- While there are no articulation agreements at this time, nor any internships with businesses, 30 % of businesses and self-employed designers expressed interest in an internship program, and 30% expressed interest in assisting OCC in developing the interior design program (1999 OCC Interior Design Employer Survey).

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Question 23: For whom is the program primarily designed (e.g. new students, existing students, seasoned professionals)?

Program Target Population

- From the 1999 OCC Interior Design Employer Survey, it seems that seasoned professional are not really interested in long seminars. These responding professionals seem most interested in one-day seminars at best, with almost no interest in 15-week courses.
- The proposed program is currently designed for new students who are interested in obtaining training in interior design. Judging from the enrollment data provided by the Michigan Department of Education, the population of interior design students is comprised of primarily of females.

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Question 24: What is the primary intent of the program (e.g. prepare for transfer, prepare for entry level employment, enhance existing skills, obtain new skills)?

Intent of Program

- The primary intent of this program, as proposed, is to provide training in interior design for new students. Consideration to distinguish between residential and commercial design and niche marketing should be made in terms of designing the program.

- Please refer to Appendix A.

**Oakland Community College
1999 Interior Design Needs Assessment**

Question 25: Will the program lead toward a certificate or degree? Why?

Program Completion Goal

- The proposed program is designed to lead to an associate's degree.
- Please refer to Question 24.
- It should also be noted that 36% of those interior designers surveyed in the 1999 OCC Interior Design Employer Survey report that they have had no formal training but are currently working in the field.

**Oakland Community College
1999 Interior Design Needs Assessment**

Question 26: Why is the program needed?

Program Need

- Evaluation of the materials in this report is designed to assist in the determination of a need for this program.

**Oakland Community College
1999 Interior Design Needs Assessment**

Question 27: What are the intended course delivery formats (e.g. lecture, laboratory, practice, on-line, etc) for each course?

Course Delivery Format

- Course delivery format for individual courses are provided in the course descriptions found in Appendix A of this report.

**Oakland Community College
1999 Interior Design Needs Assessment**

Question 28: What are the intended student outcomes for each course?

Course Outcomes

- Please refer to Appendix A for intended course outcomes.

**Oakland Community College
1999 Interior Design Needs Assessment**

Question 29: What are the intended student outcomes for the program?

Program Outcomes

- Please refer to Appendix A.

**Oakland Community College
1999 Interior Design Needs Assessment**

Question 30: What are the annual costs associated with the program (staffing, equipment, professional development, operational, etc)?

Annual Costs

- According to the proposed program (i.e. the addition of eight new interior design courses) the anticipated annual costs are as follows:

EXPENSE ITEM	COST (\$)
Personnel (including faculty and staff support)	16,500.00
Cost of Facilities (space, equipment and other capital items)	8,000.00
On-going Costs (software, upgrades, training, supplies, etc.)	7,000.00
TOTAL	31,500.00

- Elizabeth Kendall, Director of Budget & Financial Planning at OCC, reviewed the proposed annual expenditures and provided the following feedback:
 1. Faculty salary costs are somewhat low at \$1650 per course since current average cost of adjunct faculty ranges from \$1662 to 2055 per course (This includes pay and retirement rates for Fall, 1999).
 2. Future salary expenditures should be calculated with a 3% increase per year.
 3. Any long-term projections should include full-time faculty costs, which are significantly higher than adjunct faculty. A full-time faculty position would cost a minimum of \$67,000 or an average of \$6,700 per course taught (based on ten 3-credit courses or a requirement of 30 instructional credit hours).
 4. Existing staff would probably absorb short-term clerical support but if program grew substantially evaluation of staff position should be considered. This currently would cost a minimum of \$30,000.
 5. Facility and the other costs mentioned seem to be fair estimates.

**Oakland Community College
1999 Interior Design Needs Assessment**

Question 31: What are the start up costs associated with the program (e.g. equipment, training, space renovation, etc)?

Expected Start-Up Costs

- It is difficult to estimate the initial costs of an interior design program. From the proposed program, early costs may be accrued from the following:
 1. Purchase of computer systems for courses, especially CAD courses.
 2. Maintenance and installation of computer systems and software.
 3. Purchase of computer software programs for CAD courses as well as business office applications.
 4. Renovation of class space to meet the needs of courses.
 5. Purchase of class materials (drafting desks, art supplies, etc)

**Oakland Community College
1999 Interior Design Needs Assessment**

Question 32: What is the capacity at each OCC campus to offer courses in the program (space, equipment, etc)?

Each OCC Campus Capacity

- There does not appear to be any barriers campus wide that would prevent OCC from offering the proposed courses.

**Oakland Community College
1999 Interior Design Needs Assessment**

Question 33: Who will teach the courses (adjunct and/or full-time faculty)?

Characteristics of Course Faculty

- Based on the program proposal costs, there is some indication that adjunct professors will be teaching the courses (Refer to Question 30).

**Oakland Community College
1999 Interior Design Needs Assessment**

Question 34: What are the funding sources to start up and maintain the program (general fund, grant, etc.)?

Funding Sources

- The source of funding is assumed to be the general fund and possibly state funding based on the extent the program qualifies as a state board approved occupational program. Also, Perkin's funding could be used to support portions of the program.

**Oakland Community College
1999 Interior Design Needs Assessment**

Question 35: What are the appropriate benchmarks to gauge the success of the program (expected enrollment, tuition and fees, completers, etc)?

Outcome Measures

- Based on information gathered from the Department of Education about other educational institutions in the area, estimates of OCC's enrollment should result approximately along the following path:

<u>Year</u>	<u>Projected Enrollment</u>	<u>Estimated Revenue*</u>
One		
Fall	65	\$25,308
Winter	65	\$24,971
Two		
Fall	90 (25 additional)	\$34,301
Winter	90	\$33,700
Three		
Fall	115 (25 additional)	\$43,197
Winter	115	\$42,429

*Estimated revenue calculated using the following formula:

$$\text{Estimated Revenue} = \text{Number of students} \times \text{In-district tuition} \times \text{Average Term Student Credit Hour Enrollment} + \text{Registration Fees} + \text{Technology Fee}$$

Note: Formula should be adjusted for increases in tuition and fee rates. Average number of credit hours per student campus wide in Fall 1998 was 7.46 and in Winter 1999 was 7.32. The current In-district tuition is \$47.70 per credit hour, registration fee is \$25.00 per semester and the technology fee is \$10.00 per semester.

- These figures are based on the assumption that OCC implements and maintains an active marketing strategy to attract new students to the proposed program.

**Oakland Community College
1999 Interior Design Needs Assessment**

Question 36: How will the program be marketed?

Marketing Plan

- Using the Department of Education's enrollment data for the 1997-98 academic year, it appears that the demographic make-up of those students who are interested in interior design education are primarily female. This data also reports that a large majority of these students are white. However, interior design programs in geographic areas that include a larger population of African Americans have an increase in enrollment of African American females.

- Another marketing factor to consider is that most current professionals reported that they would be unlikely to enroll in any courses that were over two days long (see Question 15.) Thus, it would seem that focusing marketing efforts on females who have not been employed in the interior design field would be most successful.

**Oakland Community College
1999 Interior Design Needs Assessment**

Question 37: What obstacles exist in developing an interior design program?

Potential Obstacles

- Some of the potential problems of this lies in the fact that FIDER may restructure their accreditation policies. If this is done, then 30 credits of any interior design program must be devoted to liberal arts. This may prove to be problematic, as the number of intended core courses coupled with 30 credits of liberal arts may push this program further than 62 credits, if it is the intent of OCC to be accredited by FIDER.
- To date, there are no community colleges accredited by FIDER.

**Oakland Community College
1999 Interior Design Needs Assessment**

Question 38: What advantages does OCC have in developing an interior design program?

Program Advantages

- OCC's advantage in developing an interior design program is associated with the economic affluence of the surrounding communities. Oakland county, enjoying one of the highest per capita incomes for counties across the United states, will probably have more individuals with disposable income to hire interior designers. Also, Oakland county has significant commercial wealth, thus making it possible for businesses to employ the skills of interior designers that might graduate from OCC. In contrast, community college interior design graduates in lower income areas may struggle with finding employment or demand for such services.

Appendix A

**OAKLAND COMMUNITY COLLEGE
INTERIOR DESIGN**

MAJOR COURSES		CREDITS
INT 130	Introduction to Interior Design	3
INT 115	Sketching & Drafting for Interiors	3
INT 120	CAD Interiors Applications	3
INT 114	Interior Design Materials	3
INT 218	Lighting & Color for Interiors	3
INT 220	Advanced CAD/CAP Interiors Applications	3
INT 250	Professional Practices & Presentations	3
INT 256	Interior Design Studio	3

REQUIRED SUPPORTIVE COURSES

ART 152*	Basic Design	3
ART 257	Advanced Design	3
ART 151	Basic Drawing	3
ARC 100	Architectural Drafting I	4
ARC 112	Architectural Construction Materials	3
POL 151*	American Government	3
SPE 161*	Fundamentals of Speech	3
ENG 151*	Composition I	3

RECOMMENDED ELECTIVE COURSES

ARC 113	Architectural Design I	3
ARC 116	Interior Design & Color Theory	3
LST 230	Interior Landscape Design	3
ART 156	Art Appreciation	3
THE 156	An Introduction to the Art of Theater	3
PHO 170	Beginning Digital Photography	3
ACC 111	Fundamental Accounting	3
BUS 121	Starting & Operating a Small Business	3

GENERAL EDUCATION REQUIREMENTS

Mathematics/Science	3
Social Science	3
Physical Education	1

Necessary credits for an Associate Degree in Applied Science to total: 62

* General Education Requirement

Interior Design

(New program proposal for Associate Degree in Applied Science)

Major Requirements (New Courses)			Credits
INT	130	Introduction to Interior Design	3
INT	115	Sketching & Drafting for Interiors	3
INT	120	CAD Interiors Applications	3
INT	114	Interior Design Materials	3
INT	218	Lighting & Color for Interiors	3
INT	220	Advanced CAD/CAP Interiors Applications	3
INT	250	Professional Practices & Presentations	3
INT	256	Interior Design Studio	3
			<u>Total of: 24</u>

Required Supportive Courses (Existing Courses)			Credits
ART	152*	Basic Design	3
ART	257	Advanced Design	3
ART	151	Basic Drawing	3
ARC	100	Architectural Drafting I	4
ARC	112	Architectural Construction Materials	3
POL	151*	American Government	3
SPE	161*	Fundamentals of Speech	3
ENG	151*	Composition I	3
* General Education Requirement			<u>Total of: 25</u>

This curriculum will expose students to the human issues of a building's interior and the designing of environments. The program will concentrate on developing artistic maturity and analytical strengths. In addition to gaining experience with selecting furnishings; fabrics; floor and wall coverings; making models and preparing presentations, students will be designing, rendering and drafting by hand and via the computer. Through the use of the latest digital imaging software, CAD (Computer Aided Design) and CAP (Computer Aided Planning) will provide cutting edge resources for balancing creative gifts with practical skills.

As well as earning an associates degree in Interior Design students may transfer their OCC credits to one of the following five schools in Michigan that offer a four year accredited degree in Interior Design:

Eastern Michigan University
Western Michigan University
Michigan State University
Kendall College of Art and Design
Center for Creative Studies

FORM 6.2
NEW PROGRAM/NEW PROGRAM OPTION
INITIAL ASSESSMENT FORM

NOTE: Items 1 through 8 must be completed by the Originator prior to submission of this form to the College Curriculum Committee. Refer to page 22 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed program/program option title: Interior Design
(Consult with the Registrar for the appropriateness of the new title.)
2. Proposed program/program option (curriculum) code: INT
(Consult with the Registrar for the appropriateness of the new code.)
3. On a separate sheet summarize existing evidence that illustrates the need for this program/program option. Specify what is unique about the proposed program/program option that is not already addressed by other programs at OCC.
4. On a separate sheet fully describe the proposed program. Identify the intended student learning objectives that the proposed program/program option will address.
5. State the specific College Strategic Direction or campus strategic objective that the proposed new program/new program option supports.

College Strategic Direction: #1 & #2

Campus Strategic Objective: #8 & #10

6. Indicate the total number of credits required to obtain a degree and/or certificate in the new program/new program option.
62 Degree
 Certificate
7. What are the anticipated costs and revenues that the program/program option will incur?

Cost/Revenue	Annual Amount
a. Personnel (including faculty and staff support)	\$ <u>12,000</u>
b. Cost of facilities (space, equipment and other capital items)	\$ <u>7,000</u>
c. On-going costs (software upgrades, training, supplies, etc.)	\$ <u>5,000</u>
d. Revenue (annual student credit hours times current per credit tuition rate)	\$ <u>15,000</u>

8. Are there any active programs at OCC similar to the proposed new program/new program option?
x No
 Yes, if yes explain the distinctions between the two programs:

SIGNATURES

The following approvals are necessary prior to submitting this form to the College Curriculum Committee for action.

<u>Robert Piepenburg</u>	<u>9/15/98</u>
Originator	Date
<u>Robert Piepenburg</u>	<u>9/15/98</u>
Department Chair/Discipline Chair	Date
<u>Rhonda Brown</u>	<u>9/30/98</u>
Campus Curriculum Chair	Date
<u>David Dodge</u>	<u>9/30/98</u>
Academic Dean	Date
<u>George Kent</u>	<u>9/30/98</u>
Campus President	Date

NOTE: Submit this form to the College Curriculum Committee in care of the Registrar's Office at District Office, in order to ensure its placement on the College Curriculum Committee's agenda.

COLLEGE CURRICULUM COMMITTEE ACTION

The College Curriculum Committee recommends:

Yes	No	Date	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This proposal requires a needs assessment (Refer to Office of Institutional Planning & Analysis)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advisory Committee input is needed.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This proposal requires Chancellor's Council Priority
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recommend full development of new program/new program option

Comments:

The College Curriculum Committee recommends that the following groups be balloted with regard to this proposal.

<u>Ron Spainhour / p</u>	<u>10/5/98</u>
College Curriculum Committee Chair	Date

Interior Design Course Descriptions

Major Courses

INT 110 3 Credits

Introduction to Interior Design

An overview of the Interior Design profession and those practices and human issues pertinent to the design of interior environments. Elements and principles of design will be studied as they relate to space planning, furnishing and materials for residential and commercial interiors. Field trips included.

INT 114 3 Credits

Sketching and Drafting for Interiors

Prerequisites: INT 110,

A study of freehand and architectural drafting techniques used by interior designers in the implementation of concept development and presentation skills. Using various drawing media, freehand and mechanical drafting practices will be used to create, render, shade and shadow perspective and elevation drawings. Course/lab fees.

INT 118 3 Credits

Interior Design Materials

Study of the characteristics, properties and application of materials and related products and components used by interior designers. The student will gain product information and an understanding of interior cabinetry, fixtures, textiles and window treatments as well as floor, wall and ceiling finishes. Field trips included. Course/lab fees.

INT 120 3 Credits

CAD for Interiors I

Prerequisites: INT 110, INT 114, ARC 113 or Experienced professional.

Introduction to methods of computer use to aid the Interior Design process. Hands-on experience with emphasis on 2-D drafting. The student will be able to create, store, modify and plot drawings such as : floor plans, furniture plans, reflected ceiling plans and elevations. Course/lab fees.

INT 218 3 Credits

Lighting and Color for Interiors

Study of color schemes and lighting fundamentals in relation to their physical and psychological effects on interior environments. In addition to developing a knowledge of commercial light fixtures and market sources, the student will demonstrate an understanding of color harmony and lighting placement as it applies to residential and commercial situations. Field trips included. Course/lab fees.

INT 220 3 Credits

CAD for Interiors II

Prerequisites: INT 120 or Experienced professional.

Advanced applications of computer use to aid the Interior Design Process. Hands-on experience with emphasis on creating a complete package of project documents. The student will select a project in their speciality area and develop tools for administering, planning, constructing and presenting their design solution. Course/lab fees.

INT 250 3 Credits

Professional Practices & Presentations

Prerequisites: INT 114, INT 118.

A study of Interior Design theory, practices and presentations. Integration of interior design philosophy, problem solving strategies, historical/contemporary influences, human/social factors, business matters and the sequencing of project organization requirements. The course will also include the utilization of oral, written and multi-media communication skills. Course/lab fees.

INT 256 3 Credits

Interior Design Studio

prerequisites: INT 114, INT 118, INT 218.

Development of creative interior environments through all stages of the design process from concept through appropriate use of materials, space planning, budgeting and final graphic presentations. Individual projects will be selected from available options and team projects will provide group work experience. Course/lab fees.

Introduction to Interior Design

INT 110

FORM 3.2
NEW COURSE INITIAL ASSESSMENT FORM

NOTE: Items 1 through 7 must be completed by the Originator prior to submission of this form to the College Curriculum Committee. Refer to page 14 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed course title: **Introduction to Interior Design**
2. On a separate sheet fully describe the intended student learning objectives that the proposed course will achieve.
 - a) The students will learn the tasks and responsibilities of an interior designer.
 - b) The students will be introduced to the design processes used by interior designers for problem solving.
 - c) The students will learn about the various areas of specialization within the field of interior design.
 - d) The students will learn to recognize the technical and interpersonal skills required in various areas of specialization.
 - e) The students will learn to identify current issues that impact the interior design profession.
 - f) The students will learn to evaluate the aesthetic and functional performance of interior designs.
 - g) The students will learn to use the visual sense to influence human perception.
 - h) The students will learn the elements of design as they apply to interior environments.
 - i) The students will learn the principles of design and how they apply to interior environments.
 - j) The students will learn the historical background of interior design based upon the history of architecture, the decorative arts, furniture and textiles and how it affects what is being designed today.

3. On a separate sheet state the need for the proposed course.

Interior design as an area of interest and as a profession is growing more popular than ever before. We all live in interiors. Our homes, and the spaces we work in, shop in, seek entertainment in and even travel in, have involved the use of design and designers. The more experienced and well schooled the designer is in developing good solutions to the real problems associated with environmental issues the better our quality of life. While such training may involve a complete college program, this one entry-level course gives individuals an opportunity to gain an overview of the profession and to make a meaningful decision as to whether or not it is personally satisfying work for them.

4. State the specific College Strategic Direction or campus strategic objective that the proposed new course supports.

College Strategic Direction:

- To create new programs by the year 2002 based on systematic and comprehensive program reviews.

Campus Strategic Objective:

- To continue revising and developing curriculum.
- This course will implement and maintain strategies and programs to enhance recruitment, retention and student success.
- This course will implement and maintain operations, programs, services and curricula which will invigorate student life.

5. Indicate the expected number of credits the new course will carry: 3

6. What are the anticipated costs and revenues that the proposed course will incur?

Cost/Revenue

- a) Personnel (including faculty and staff support) \$ 3,300
- b) Cost of facilities (space, equipment and other capital items)..... \$ 1,000
- c) On-going costs (software upgrades, training, supplies, etc.)..... \$ 500
- d) Revenue Based on 25 students x 2 sections x 3 credits x 46..... \$ 7,150
(annual student credit hours times current per credit tuition rate + \$5.00 lab fee)

7. Is the proposed course related to any existing (active or inactive) OCC course? No
If yes, please explain the distinctions between these courses:

SIGNATURES

The following approvals are necessary prior to submitting this form to the College Curriculum Committee for action.

Originator Date

Department Chair/Discipline Chair Date

Campus Curriculum Committee Chair Date

Academic Dean Date

Campus President Date

NOTE: Submit this form to the College Curriculum Committee Secretary in care of the Registrar's Office at District Office, in order to ensure its placement on the College Curriculum Committee's agenda.

COLLEGE CURRICULUM/INSTRUCTION COMMITTEE ACTION

The College Curriculum Committee recommends:

Yes	No	Date	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	10-5-98	This proposal requires a needs assessment (Refer to Office of Institutional Planning & Analysis).
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1-27-99	Advisory Committee input is needed.
<input type="checkbox"/>	<input type="checkbox"/>		This proposal requires Chancellor's Council Priority.
<input type="checkbox"/>	<input type="checkbox"/>		Recommend full development of new course.

Comments:

The College Curriculum/Instruction Committee recommends that the following groups be balloted with regard to this proposal.

College Curriculum Committee Chair Date

This proposal is scheduled to be on the College Curriculum/Instruction Committee agenda on:

FORM 3.3
NEW COURSE DEVELOPMENT FORM

NOTE: Items 1 through 14 must be completed by the Originator prior to submitting this form to the College Curriculum Committee for action. Refer to page 16 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed Course Title: Introduction to Interior Design

2. Proposed Course Code: INT 110

3. Proposed Number of Credit Hours: 3

4. How many of the total proposed course contact hours will be taught in the following categories?

60 Lecture hours

 Lab hours

60 Total contact hours

5. Will the new course require a course fee?

 No

X Yes, indicate proposed course fee: \$5.00

6. Group Classification

 A (35 students)

X B (25 students)

On a separate sheet justify the proposed group classification (A or B) based upon established criteria.

This class utilizes a drawing/graphics lab as its physical setting for demonstrations and working on course project assignments. Academic focus involves independent individual performances and group critiques on a regular basis throughout the semester. Student progress is gauged by separate analysis of each individual project.

7. Will the new course require prerequisites or co-requisites?

X No, skip to question #9.

 Yes, if yes, answer question #8.

8. On a separate sheet provide a written justification for the prerequisites or co-requisites.

9. On a separate sheet indicate changes in the proposed new course since the submission of the Initial Assessment Form (Form 3.2).

No Changes

10. On a separate sheet provide a written general description of the proposed new course as it will appear in the College Catalog. Include the purpose of the course, prerequisites and co-requisites. Description must be kept to 50-100 words.

An overview of the Interior Design profession and those practices and human issues pertinent to the design of interior environments. Elements and principles of design will be studied as they relate to space planning, furnishing and materials for residential and commercial interiors. Field trips included. Course/lab fees.

11. What is the projected number of sections of the new course will be offered each term:

 0 Summer 1 Fall 1 Winter 0 Spring

12. Target date for first offering: Term Fall Year 1999

13. In which degree area does the proposed new course belong?

 Associates in Liberal Arts

 Associates in Science

 Associates in Business

 X Associates in Applied Science

 Associates in General Studies

 General interest (course not intended to meet requirements for any degree program).

14. Results of balloting (Attach copies of all ballots):

 Ayes

 Nays

 No response

 Total (number mailed)

Sketching and Drafting for Interiors

INT 114

FORM 3.2
NEW COURSE INITIAL ASSESSMENT FORM

NOTE: Items 1 through 7 must be completed by the Originator prior to submission of this form to the College Curriculum Committee. Refer to page 14 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed course title: **Sketching and Drafting for Interiors**
2. On a separate sheet fully describe the intended student learning objectives that the proposed course will achieve.
 - a) The students will learn to work with various graphic presentation media including colored pencils, markers, ink, pastels and watercolors.
 - b) The students will be introduced to the rendering techniques used for the presentation of interiors.
 - c) The students will be introduced to basic drafting conventions.
 - d) The students will learn basic drafting and lettering skills using a variety of media.
 - e) The students will learn three-dimensional projection, including one and two point perspective and birds-eye drawing.
 - f) The students will learn to use human figures to show scale and realism in interior drawings.
 - g) The students will learn industry standards for organizing, formatting, filing and storing drawings.
 - h) The students will learn to integrate interior design philosophy into creative solutions to design assignments.
 - i) The students will be introduced to the principles of portfolio development.

3. On a separate sheet state the need for the proposed course.

Freehand sketching and drafting are the kinds of drawing skills that are basic to the interior designer. Together with industry standards, they are vital to the designer in developing conceptual ideas and in communicating them to clients. They provide a means of visualizing the design work and understanding the different ways a space can look.

4. State the specific College Strategic Direction or campus strategic objective that the proposed new course supports.

College Strategic Direction:

- To create new programs by the year 2002 based on systematic and comprehensive program reviews.

Campus Strategic Objective:

- To continue revising and developing curriculum.
- This course will implement and maintain strategies and programs to enhance recruitment, retention and student success.
- This course will implement and maintain operations, programs, services and curricula which will invigorate student life.

5. Indicate the expected number of credits the new course will carry: 3

6. What are the anticipated costs and revenues that the proposed course will incur?

Cost/Revenue

- a) Personnel (including faculty and staff support).....\$ 3,300
- b) Cost of facilities (space, equipment and other capital items)\$ 1,000
- c) On-going costs (software upgrades, training, supplies, etc.) \$ 500
- d) Revenue Based on 25 students x 2 sections x 3 credits x 46\$ 7,150
(annual student credit hours times current per credit tuition rate + \$5.00 lab fee)

7. Is the proposed course related to any existing (active or inactive) OCC course? No
If yes, please explain the distinctions between these courses:

SIGNATURES

The following approvals are necessary prior to submitting this form to the College Curriculum Committee for action.

_____	_____
Originator	Date
_____	_____
Department Chair/Discipline Chair	Date
_____	_____
Campus Curriculum Committee Chair	Date
_____	_____
Academic Dean	Date
_____	_____
Campus President	Date

NOTE: Submit this form to the College Curriculum Committee Secretary in care of the Registrar's Office at District Office, in order to ensure its placement on the College Curriculum Committee's agenda.

COLLEGE CURRICULUM/INSTRUCTION COMMITTEE ACTION

The College Curriculum Committee recommends:

Yes	No	Date	
<u> X </u>	_____	<u>10-5-98</u>	This proposal requires a needs assessment (Refer to Office of Institutional Planning & Analysis).
<u> X </u>	_____	<u>1-27-99</u>	Advisory Committee input is needed.
_____	_____	_____	This proposal requires Chancellor's Council Priority.
_____	_____	_____	Recommend full development of new course.

Comments:

The College Curriculum/Instruction Committee recommends that the following groups be balloted with regard to this proposal.

_____	_____
College Curriculum Committee Chair	Date

This proposal is scheduled to be on the College Curriculum/Instruction Committee agenda on: _____.

FORM 3.3
NEW COURSE DEVELOPMENT FORM

NOTE: Items 1 through 14 must be completed by the Originator prior to submitting this form to the College Curriculum Committee for action. Refer to page 16 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed Course Title: Sketching and Drafting for Interiors

2. Proposed Course Code: INT 114

3. Proposed Number of Credit Hours: 3

4. How many of the total proposed course contact hours will be taught in the following categories?

20 Lecture hours
40 Lab hours
60 Total contact hours

5. Will the new course require a course fee?

 No
 X Yes, indicate proposed course fee: \$5.00

6. Group Classification

 A (35 students)
 X B (25 students)

On a separate sheet justify the proposed group classification (A or B) based upon established criteria.

This class utilizes a drawing lab as its physical setting for demonstrations and working on course project assignments. Academic focus involves independent individual performances and group critiques on a regular basis throughout the semester. Student progress is gauged by separate analysis of each individual project.

7. Will the new course require prerequisites or co-requisites?

 X No, skip to question #9.
 Yes, if yes, answer question #8.

8. On a separate sheet provide a written justification for the prerequisites or co-requisites.

INT 110 is an overview of the interior design profession with emphasis on those design elements and principles pertaining to space planning which need to be understood prior to the drawing and rendering of interiors.

9. On a separate sheet indicate changes in the proposed new course since the submission of the Initial Assessment Form (Form 3.2).

No Changes

10. On a separate sheet provide a written general description of the proposed new course as it will appear in the College Catalog. Include the purpose of the course, prerequisites and co-requisites. Description must be kept to 50-100 words.

A study of freehand and architectural drafting techniques used by interior designers in the implementation of concept development and presentation skills. Using various drawing media, freehand and mechanical drafting practices will be used to create, render, shade and shadow perspective and elevation drawings. Course/lab fees.

11. What is the projected number of sections of the new course will be offered each term:
 0 Summer 1 Fall 1 Winter 0 Spring

12. Target date for first offering: Term Fall Year 1999

13. In which degree area does the proposed new course belong?

 Associates in Liberal Arts

 Associates in Science

 Associates in Business

 X Associates in Applied Science

 Associates in General Studies

 General interest (course not intended to meet requirements for any degree program).

14. Results of balloting (Attach copies of all ballots):

 Ayes

 Nays

 No response

 Total (number mailed)

SIGNATURES

The following approvals are necessary prior to submitting this form to the College Curriculum Committee for action.

Originator Date

Department Chair/Discipline Chair Date

Campus Curriculum Committee Chair Date

Academic Dean Date

Campus President Date

NOTE: Submit this form to the College Curriculum Committee Secretary in care of the Registrar's Office at District Office, in order to ensure its placement on the College Curriculum Committee's agenda.

COLLEGE CURRICULUM COMMITTEE ACTION

The College Curriculum Committee recommends:

Yes	No	Date	
_____	_____	_____	Modification to proposal
_____	_____	_____	Approval of the proposed new course

Comments:

College Curriculum Committee Chair Date

College Academic Senate Chair Date

College Registrar Date ACS Code

Chancellor Date

An overview of the Interior Design profession and those practices and human issues pertinent to the design of interior environments. Elements and principles of design will be studied as they relate to space planning, furnishing and materials for residential and commercial interiors. Field trips included. Course/lab fees.

11. What is the projected number of sections of the new course will be offered each term:

 0 Summer 1 Fall 1 Winter 0 Spring

12. Target date for first offering: Term Fall Year 1999

13. In which degree area does the proposed new course belong?

 Associates in Liberal Arts

 Associates in Science

 Associates in Business

 X Associates in Applied Science

 Associates in General Studies

 General interest (course not intended to meet requirements for any degree program).

14. Results of balloting (Attach copies of all ballots):

 Ayes.

 Nays

 No response

 Total (number mailed)

Interior Design Materials

INT 118

FORM 3.2
NEW COURSE INITIAL ASSESSMENT FORM

NOTE: Items 1 through 7 must be completed by the Originator prior to submission of this form to the College Curriculum Committee. Refer to page 14 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed course title: **Interior Design Materials**
2. On a separate sheet fully describe the intended student learning objectives that the proposed course will achieve.
 - a) The students will learn to identify the properties and characteristics of materials and furnishings specified for interior environments.
 - b) The students will learn to coordinate materials to address the thematic goals of the overall look of the interior.
 - c) The students will be introduced to the vast aesthetic attributes of interior furnishings and materials.
 - d) The students will learn the basic furnishing conventions of cabinetry, fixtures and appliances for residential and non-residential environments.
 - e) The students will learn to critique interior surface materials and finishes.
 - f) The students will learn to specify and calculate surface material requirements.
 - g) The students will develop and maintain a resource file of product information.
 - h) The students will develop and maintain a resource file of surface finishes and application techniques.

3. On a separate sheet state the need for the proposed course.

Materials used by interior designers today come in a wide range of finishes, from a wide variety of sources and can be used in a wide variety of ways. For interior designers making the right choices can be a difficult task. With a good understanding of interior materials, furnishings and fixtures and an appropriate knowledge of numerous application guidelines, the designer has a greater capacity to develop creative solutions for interior spaces.

4. State the specific College Strategic Direction or campus strategic objective that the proposed new course supports.

College Strategic Direction:

- To create new programs by the year 2002 based on systematic and comprehensive program reviews.

Campus Strategic Objective:

- To continue revising and developing curriculum.
- This course will implement and maintain strategies and programs to enhance recruitment, retention and student success.
- This course will implement and maintain operations, programs, services and curricula which will invigorate student life.

5. Indicate the expected number of credits the new course will carry: 3

6. What are the anticipated costs and revenues that the proposed course will incur?

Cost/Revenue

- a) Personnel (including faculty and staff support).....\$ 1,650
- b) Cost of facilities (space, equipment and other capital items)\$ 1,000
- c) On-going costs (software upgrades, training, supplies, etc.) \$ 500
- d) Revenue Based on 25 students x 1 section x 3 credits x 46.....\$ 2,860
(annual student credit hours times current per credit tuition rate + \$5.00 lab fee)

7. Is the proposed course related to any existing (active or inactive) OCC course? No
If yes, please explain the distinctions between these courses:

SIGNATURES

The following approvals are necessary prior to submitting this form to the College Curriculum Committee for action.

_____	_____
Originator	Date
_____	_____
Department Chair/Discipline Chair	Date
_____	_____
Campus Curriculum Committee Chair	Date
_____	_____
Academic Dean	Date
_____	_____
Campus President	Date

NOTE: Submit this form to the College Curriculum Committee Secretary in care of the Registrar's Office at District Office, in order to ensure its placement on the College Curriculum Committee's agenda.

COLLEGE CURRICULUM/INSTRUCTION COMMITTEE ACTION

The College Curriculum Committee recommends:

Yes	No	Date	
<u>X</u>	_____	<u>10-5-98</u>	This proposal requires a needs assessment (Refer to Office of Institutional Planning & Analysis).
<u>X</u>	_____	<u>1-27-99</u>	Advisory Committee input is needed.
_____	_____	_____	This proposal requires Chancellor's Council Priority.
_____	_____	_____	Recommend full development of new course.

Comments:

The College Curriculum/Instruction Committee recommends that the following groups be balloted with regard to this proposal.

_____ Date

College Curriculum Committee Chair

This proposal is scheduled to be on the College Curriculum/Instruction Committee agenda on: _____.

FORM 3.3
NEW COURSE DEVELOPMENT FORM

NOTE: Items 1 through 14 must be completed by the Originator prior to submitting this form to the College Curriculum Committee for action. Refer to page 16 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed Course Title: Interior Design Materials

2. Proposed Course Code: INT 118

3. Proposed Number of Credit Hours: 3

4. How many of the total proposed course contact hours will be taught in the following categories?

30 Lecture hours

30 Lab hours

60 Total contact hours

5. Will the new course require a course fee?

 No

 X Yes, indicate proposed course fee: \$5.00

6. Group Classification

 A (35 students)

 X B (25 students)

On a separate sheet justify the proposed group classification (A or B) based upon established criteria.

This class utilizes a drawing/design lab as its physical setting for demonstrations and working on course project assignments. Academic focus involves independent individual performances and group critiques on a regular basis throughout the semester.

7. Will the new course require prerequisites or co-requisites?

 X No, skip to question #9.

 Yes, if yes, answer question #8.

8. On a separate sheet provide a written justification for the prerequisites or co-requisites.

9. On a separate sheet indicate changes in the proposed new course since the submission of the Initial Assessment Form (Form 3.2).

No Changes

10. On a separate sheet provide a written general description of the proposed new course as it will appear in the College Catalog. Include the purpose of the course, prerequisites and co-requisites. Description must be kept to 50-100 words.

Study of the characteristics, properties and application of materials and related products and components used by interior designers. The student will gain product information and an understanding of interior cabinetry, fixtures, textiles and window treatments as well as floor, wall and ceiling finishes. Field trips included. Course/lab fees.

11. What is the projected number of sections of the new course will be offered each term:

0 Summer 0 Fall 1 Winter 0 Spring

12. Target date for first offering: Term Winter Year 2000

13. In which degree area does the proposed new course belong?

 Associates in Liberal Arts

 Associates in Science

 Associates in Business

 X Associates in Applied Science

 Associates in General Studies

 General interest (course not intended to meet requirements for any degree program).

14. Results of balloting (Attach copies of all ballots):

 Ayes

 Nays

 No response

 Total (number mailed)

An overview of the Interior Design profession and those practices and human issues pertinent to the design of interior environments. Elements and principles of design will be studied as they relate to space planning, furnishing and materials for residential and commercial interiors. Field trips included. Course/lab fees.

11. What is the projected number of sections of the new course will be offered each term:

 0 Summer 1 Fall 1 Winter 0 Spring

12. Target date for first offering: Term Fall Year 1999

13. In which degree area does the proposed new course belong?

 Associates in Liberal Arts

 Associates in Science

 Associates in Business

 X Associates in Applied Science

 Associates in General Studies

 General interest (course not intended to meet requirements for any degree program).

14. Results of balloting (Attach copies of all ballots):

 Ayes

 Nays

 No response

 Total (number mailed)

CAD for Interiors I

INT 120

FORM 3.2
NEW COURSE INITIAL ASSESSMENT FORM

NOTE: Items 1 through 7 must be completed by the Originator prior to submission of this form to the College Curriculum Committee. Refer to page 14 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed course title: **CAD for Interiors I**
2. On a separate sheet fully describe the intended student learning objectives that the proposed course will achieve.
 - a) The students will be introduced to the computer, various network storage media, printers, plotters and scanners.
 - b) The students will be introduced to Word, Excel, Publisher and Project software.
 - c) The students will be introduced to CAPSpex (office furniture specification catalog) software.
 - d) The students will learn to use the most current CAD (computer-aided design) software available (currently Auto CAD LT).
 - e) The students will learn 2-D computer drafting.
 - f) The students will learn to create, store, modify and plot drawings such as: floor plans, furniture plans, reflected ceiling plans and elevations.
 - g) The students will learn to critique printed drawings.

3. On a separate sheet state the need for the proposed course.

Computer-based techniques have become very useful in interior design. CAD (computer-aided design), CADD (computer-aided design and drawing) and CAP (computer-aided presentation) are now widely accepted methods in design offices. Interior design is especially well suited to computer applications due to the fact that it often makes use of repeated elements that are fairly standardized (furniture, appliances, plumbing fixtures, doors, closets, etc.). By storing in computer memory such elements as plans and 3-dimensional views and such data as catalog numbers, manufacture's identifications and prices, this information can be called up as needed instantaneously for incorporation into drawings, specifications, estimates and purchase orders.

4. State the specific College Strategic Direction or campus strategic objective that the proposed new course supports.

College Strategic Direction:

- To create new programs by the year 2002 based on systematic and comprehensive program reviews.

Campus Strategic Objective:

- To continue revising and developing curriculum.
- This course will implement and maintain strategies and programs to enhance recruitment, retention and student success.
- This course will implement and maintain operations, programs, services and curricula which will invigorate student life.

5. Indicate the expected number of credits the new course will carry: 3

6. What are the anticipated costs and revenues that the proposed course will incur?

Cost/Revenue

- a) Personnel (including faculty and staff support).....\$ 1,650
- b) Cost of facilities (space, equipment and other capital items).....\$ 1,500
- c) On-going costs (software upgrades, training, supplies, etc.)..... \$ 2,000
- d) Revenue Based on 20 students x 1 section x 3 credits x 46.....\$ 3,960
(annual student credit hours times current per credit tuition rate + \$60.00 lab fee)

7. Is the proposed course related to any existing (active or inactive) OCC course? No
If yes, please explain the distinctions between these courses:

SIGNATURES

The following approvals are necessary prior to submitting this form to the College Curriculum Committee for action.

_____ Originator	_____ Date
_____ Department Chair/Discipline Chair	_____ Date
_____ Campus Curriculum Committee Chair	_____ Date
_____ Academic Dean	_____ Date
_____ Campus President	_____ Date

NOTE: Submit this form to the College Curriculum Committee Secretary in care of the Registrar's Office at District Office, in order to ensure its placement on the College Curriculum Committee's agenda.

COLLEGE CURRICULUM/INSTRUCTION COMMITTEE ACTION

The College Curriculum Committee recommends:

Yes	No	Date	
<u>X</u>	_____	<u>10-5-98</u>	This proposal requires a needs assessment (Refer to Office of Institutional Planning & Analysis).
<u>X</u>	_____	<u>1-27-99</u>	Advisory Committee input is needed.
_____	_____	_____	This proposal requires Chancellor's Council Priority.
_____	_____	_____	Recommend full development of new course.

Comments:

The College Curriculum/Instruction Committee recommends that the following groups be balloted with regard to this proposal.

_____ College Curriculum Committee Chair	_____ Date
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This proposal is scheduled to be on the College Curriculum/Instruction Committee agenda on: _____.

FORM 3.3
NEW COURSE DEVELOPMENT FORM

NOTE: Items 1 through 14 must be completed by the Originator prior to submitting this form to the College Curriculum Committee for action. Refer to page 16 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed Course Title: CAD for Interiors I

2. Proposed Course Code: INT 120

3. Proposed Number of Credit Hours: 3

4. How many of the total proposed course contact hours will be taught in the following categories?

20 Lecture hours
40 Lab hours
60 Total contact hours

5. Will the new course require a course fee?

 No
 X Yes, indicate proposed course fee: \$60.00

6. Group Classification

 A (35 students)
 X B (25 students)

On a separate sheet justify the proposed group classification (A or B) based upon established criteria.

This class utilizes a computer lab as its physical setting for demonstrations and production of computer-aided drawings. Academic focus involves independent individual performances and group critiques on a regular basis throughout the semester. Student progress is gauged by separate analysis of each individual project.

7. Will the new course require prerequisites or co-requisites?

 No, skip to question #9.
 X Yes, if yes, answer question #8.

8. On a separate sheet provide a written justification for the prerequisites or co-requisites.

Students within the Interior Design program should be fluent in basic design terminology and understand basic design and drawing procedures. This knowledge is provided in Introduction to Interior Design INT 110, Sketching and Drafting for Interiors Int114 and Architectural Design I ARC 113. Students who are not Interior Design majors and wish to enroll in CAD for Interiors I may do so with the consent of the instructor.

9. On a separate sheet indicate changes in the proposed new course since the submission of the Initial Assessment Form (Form 3.2).

No Changes

10. On a separate sheet provide a written general description of the proposed new course as it will appear in the College Catalog. Include the purpose of the course, prerequisites and co-requisites. Description must be kept to 50-100 words.

Prerequisites: INT 110, INT 114, ARC 113 or Experienced professional.

Introduction to methods of computer use to aid the Interior Design process. Hands-on experience with emphasis on 2-D drafting. The student will be able to create, store, modify and plot drawings such as: floor plans, furniture plans, reflected ceiling plans and elevations. Course/lab fees.

11. What is the projected number of sections of the new course will be offered each term:

0 Summer 0 Fall 0 Winter 1 Spring

12. Target date for first offering: Term Winter Year 2000

13. In which degree area does the proposed new course belong?

 Associates in Liberal Arts

 Associates in Science

 Associates in Business

 X Associates in Applied Science

 Associates in General Studies

 General interest (course not intended to meet requirements for any degree program).

14. Results of balloting (Attach copies of all ballots):

 Ayes

 Nays

 No response

 Total (number mailed)

An overview of the Interior Design profession and those practices and human issues pertinent to the design of interior environments. Elements and principles of design will be studied as they relate to space planning, furnishing and materials for residential and commercial interiors. Field trips included. Course/lab fees.

11. What is the projected number of sections of the new course will be offered each term:

 0 Summer 1 Fall 1 Winter 0 Spring

12. Target date for first offering: Term Fall Year 1999

13. In which degree area does the proposed new course belong?

 Associates in Liberal Arts

 Associates in Science

 Associates in Business

 X Associates in Applied Science

 Associates in General Studies

 General interest (course not intended to meet requirements for any degree program).

14. Results of balloting (Attach copies of all ballots):

 Ayes

 Nays

 No response

 Total (number mailed)

Lighting and Color for Interiors

INT 218

FORM 3.2
NEW COURSE INITIAL ASSESSMENT FORM

NOTE: Items 1 through 7 must be completed by the Originator prior to submission of this form to the College Curriculum Committee. Refer to page 14 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed course title: **Lighting and Color for Interiors**
2. On a separate sheet fully describe the intended student learning objectives that the proposed course will achieve.
 - a) The students will be introduced to color systems and organized ways of arriving at interior color schemes.
 - b) The students will be introduced to the psychological impact of colors.
 - c) The students will be introduced to the concepts of color harmony.
 - d) The students will study the effects of color on space.
 - e) The students will study the effects of light on color.
 - f) The students will learn practical approaches of working with color that can be applied to virtually any interior situation, including specialized interiors and settings..
 - g) The students will collect color samples and learn to prepare color charts and sample boards.
 - h) The student will be introduced to lighting design fundamentals and principles for interior environments.
 - i) The student will be introduced to a range of light fixture and sources in the marketplace.
 - j) The student will learn to apply lighting theory to lighting design for interiors.

3. On a separate sheet state the need for the proposed course.

Color and light are two of the most important elements in the design of successful interiors. Color and light depended on each other for visual support. Any space, no matter how well planned, will visually appear unsatisfactory if they are not used skillfully. Together they set moods, create atmospheres and emphasize or modify spatial perception. Sensitivity to the use and mastery of color and light, although understandably confusing and mysterious at times, are skills that can be learned and developed with competent instruction and managed experience.

4. State the specific College Strategic Direction or campus strategic objective that the proposed new course supports.

College Strategic Direction:

- To create new programs by the year 2002 based on systematic and comprehensive program reviews.

Campus Strategic Objective:

- To continue revising and developing curriculum.
- This course will implement and maintain strategies and programs to enhance recruitment, retention and student success.
- This course will implement and maintain operations, programs, services and curricula which will invigorate student life.

5. Indicate the expected number of credits the new course will carry: 3

6. What are the anticipated costs and revenues that the proposed course will incur?

Cost/Revenue

- a) Personnel (including faculty and staff support).....\$ 1,650
- b) Cost of facilities (space, equipment and other capital items) \$ 500
- c) On-going costs (software upgrades, training, supplies, etc.)..... \$ 500
- d) Revenue Based on 20 students x 1 section x 3 credits x 46.....\$ 2,860
(annual student credit hours times current per credit tuition rate + \$5.00 lab fee)

7. Is the proposed course related to any existing (active or inactive) OCC course? No
If yes, please explain the distinctions between these courses:

SIGNATURES

The following approvals are necessary prior to submitting this form to the College Curriculum Committee for action.

Originator Date

Department Chair/Discipline Chair Date

Campus Curriculum Committee Chair Date

Academic Dean Date

Campus President Date

NOTE: Submit this form to the College Curriculum Committee Secretary in care of the Registrar's Office at District Office, in order to ensure its placement on the College Curriculum Committee's agenda.

COLLEGE CURRICULUM/INSTRUCTION COMMITTEE ACTION

The College Curriculum Committee recommends:

- | Yes | No | Date | |
|-------------------------------------|--------------------------|---------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 10-5-98 | This proposal requires a needs assessment (Refer to Office of Institutional Planning & Analysis). |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1-27-99 | Advisory Committee input is needed. |
| <input type="checkbox"/> | <input type="checkbox"/> | | This proposal requires Chancellor's Council Priority. |
| <input type="checkbox"/> | <input type="checkbox"/> | | Recommend full development of new course. |

Comments:

The College Curriculum/Instruction Committee recommends that the following groups be balloted with regard to this proposal.

College Curriculum Committee Chair Date

This proposal is scheduled to be on the College Curriculum/Instruction Committee agenda on: _____.

FORM 3.3
NEW COURSE DEVELOPMENT FORM

NOTE: Items 1 through 14 must be completed by the Originator prior to submitting this form to the College Curriculum Committee for action. Refer to page 16 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed Course Title: Lighting and Color for Interiors

2. Proposed Course Code: INT 218

3. Proposed Number of Credit Hours: 3

4. How many of the total proposed course contact hours will be taught in the following categories?

40 Lecture hours
20 Lab hours
60 Total contact hours

5. Will the new course require a course fee?

 No
 X Yes, indicate proposed course fee: \$5.00

6. Group Classification

 A (35 students)
 X B (25 students)

On a separate sheet justify the proposed group classification (A or B) based upon established criteria.

This class utilizes an art lab as its physical setting for demonstrations and project work. Academic focus involves independent individual performances and group critiques on a regular basis throughout the semester. Student progress is gauged by separate analysis of each individual project.

7. Will the new course require prerequisites or co-requisites?

 No, skip to question #9.
 X Yes, if yes, answer question #8.

8. On a separate sheet provide a written justification for the prerequisites or co-requisites.

This class utilizes a drawing/graphics lab as its physical setting for demonstrations and working on course project assignments. Academic focus involves independent individual performances and group critiques on a regular basis throughout the semester. Student progress is gauged by separate analysis of each individual project.

9. On a separate sheet indicate changes in the proposed new course since the submission of the Initial Assessment Form (Form 3.2).

No Changes

10. On a separate sheet provide a written general description of the proposed new course as it will appear in the College Catalog. Include the purpose of the course, prerequisites and co-requisites. Description must be kept to 50-100 words.

Study of color schemes and lighting fundamentals in relation to their physical and psychological effects on interior environments. In addition to developing a knowledge of commercial light fixtures and market sources, the student will demonstrate an understanding of color harmony and lighting placement as it applies to residential and commercial situations. Field trips included. Course/lab fees.

11. What is the projected number of sections of the new course will be offered each term:
0 Summer 0 Fall 1 Winter 0 Spring

12. Target date for first offering: Term Fall Year 2000

13. In which degree area does the proposed new course belong?

 Associates in Liberal Arts

 Associates in Science

 Associates in Business

 X Associates in Applied Science

 Associates in General Studies

 General interest (course not intended to meet requirements for any degree program).

14. Results of balloting (Attach copies of all ballots):

 Ayes

 Nays

 No response

 Total (number mailed)

An overview of the Interior Design profession and those practices and human issues pertinent to the design of interior environments. Elements and principles of design will be studied as they relate to space planning, furnishing and materials for residential and commercial interiors. Field trips included. Course/lab fees.

11. What is the projected number of sections of the new course will be offered each term:

 0 Summer 1 Fall 1 Winter 0 Spring

12. Target date for first offering: Term Fall Year 1999

13. In which degree area does the proposed new course belong?

 Associates in Liberal Arts

 Associates in Science

 Associates in Business

 X Associates in Applied Science

 Associates in General Studies

 General interest (course not intended to meet requirements for any degree program).

14. Results of balloting (Attach copies of all ballots):

 Ayes

 Nays

 No response

 Total (number mailed)

CAD for Interiors II

INT 220

FORM 3.2
NEW COURSE INITIAL ASSESSMENT FORM

NOTE: Items 1 through 7 must be completed by the Originator prior to submission of this form to the College Curriculum Committee. Refer to page 14 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed course title: **CAD for Interiors II**
2. On a separate sheet fully describe the intended student learning objectives that the proposed course will achieve.
 - a) The students will utilize Auto CAD to develop 2-D computer graphics for presentation of interior design solutions.
 - b) The students will utilize Auto CAD to develop 3-D computer graphics for presentation interior of design solutions.
 - c) The students will select an interior design project and create a complete package of computer graphic documents for administering, planning and constructing their design solutions.
 - d) The students will utilize creative thinking and problem solving abilities to develop strategies for solving interior design problems.
 - e) The students will utilize generic specs for the materials and components used in the solutions of interior design problems.

3. On a separate sheet state the need for the proposed course.

Computer-based techniques have become very useful in interior design. CAD (computer-aided design), CADD (computer-aided design and drawing) and CAP (computer-aided presentation) are now widely accepted methods in design offices. Interior design is especially well suited to computer applications due to the fact that it often makes use of repeated elements that are fairly standardized (furniture, appliances, plumbing fixtures, doors, closets, etc.). By storing in computer memory such elements as plans and 3-dimensional views and such data as catalog numbers, manufacture's identifications and prices, this information can be called up as needed instantaneously for incorporation into drawings, specifications, estimates and purchase orders.

4. State the specific College Strategic Direction or campus strategic objective that the proposed new course supports.

College Strategic Direction:

- To create new programs by the year 2002 based on systematic and comprehensive program reviews.

Campus Strategic Objective:

- To continue revising and developing curriculum.
- This course will implement and maintain strategies and programs to enhance recruitment, retention and student success.
- This course will implement and maintain operations, programs, services and curricula which will invigorate student life.

5. Indicate the expected number of credits the new course will carry: 3

6. What are the anticipated costs and revenues that the proposed course will incur?

Cost/Revenue

- | | |
|---|----------|
| a) Personnel (including faculty and staff support)..... | \$ 1,650 |
| b) Cost of facilities (space, equipment and other capital items)..... | \$ 1,500 |
| c) On-going costs (software upgrades, training, supplies, etc.)..... | \$ 2,000 |
| d) Revenue Based on 20 students x 1 section x 3 credits x 46..... | \$3,960 |
| (annual student credit hours times current per credit tuition rate + \$60.00 lab fee) | |

7. Is the proposed course related to any existing (active or inactive) OCC course? No
If yes, please explain the distinctions between these courses:

SIGNATURES

The following approvals are necessary prior to submitting this form to the College Curriculum Committee for action.

_____ Originator	_____ Date
_____ Department Chair/Discipline Chair	_____ Date
_____ Campus Curriculum Committee Chair	_____ Date
_____ Academic Dean	_____ Date
_____ Campus President	_____ Date

NOTE: Submit this form to the College Curriculum Committee Secretary in care of the Registrar's Office at District Office, in order to ensure its placement on the College Curriculum Committee's agenda.

COLLEGE CURRICULUM/INSTRUCTION COMMITTEE ACTION

The College Curriculum Committee recommends:

Yes	No	Date	
<u>X</u>	_____	<u>10-5-98</u>	This proposal requires a needs assessment (Refer to Office of Institutional Planning & Analysis).
<u>X</u>	_____	<u>1-27-99</u>	Advisory Committee input is needed.
_____	_____	_____	This proposal requires Chancellor's Council Priority.
_____	_____	_____	Recommend full development of new course.

Comments:

The College Curriculum/Instruction Committee recommends that the following groups be balloted with regard to this proposal.

College Curriculum Committee Chair

Date

This proposal is scheduled to be on the College Curriculum/Instruction Committee agenda on: _____.

FORM 3.3
NEW COURSE DEVELOPMENT FORM

NOTE: Items 1 through 14 must be completed by the Originator prior to submitting this form to the College Curriculum Committee for action. Refer to page 16 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed Course Title: CAD for Interiors II

2. Proposed Course Code: INT 220

3. Proposed Number of Credit Hours: 3

4. How many of the total proposed course contact hours will be taught in the following categories?

20 Lecture hours

40 Lab hours

60 Total contact hours

5. Will the new course require a course fee?

 No

 X Yes, indicate proposed course fee: \$60.00

6. Group Classification

 A (35 students)

 X B (25 students)

On a separate sheet justify the proposed group classification (A or B) based upon established criteria.

This class utilizes a computer lab as its physical setting for demonstrations and production of computer-aided drawings. Academic focus involves independent individual performances and group critiques on a regular basis throughout the semester. Student progress is gauged by separate analysis of each individual project.

7. Will the new course require prerequisites or co-requisites?

 No, skip to question #9.

 X Yes, if yes, answer question #8.

8. On a separate sheet provide a written justification for the prerequisites or co-requisites.

Students within the Interior Design program should be fluent in basic Auto CAD terminology and understand basic computer graphic procedures. This knowledge is provided in CAD for Interiors I INT 120. Students who are not Interior Design majors and wish to enroll in CAD for Interiors II may do so with the consent of the instructor.

9. On a separate sheet indicate changes in the proposed new course since the submission of the Initial Assessment Form (Form 3.2).

No Changes

10. On a separate sheet provide a written general description of the proposed new course as it will appear in the College Catalog. Include the purpose of the course, prerequisites and co-requisites. Description must be kept to 50-100 words.

Prerequisites: INT 120 or Experienced professional.

Advanced applications of computer use to aid the Interior Design Process. Hands-on experience with emphasis on creating a complete package of project documents. The student will select a project in their specialty area and develop tools for administering, planning, constructing and presenting their design solution. Course/lab fees.

11. What is the projected number of sections of the new course will be offered each term:

 0 Summer 0 Fall 1 Winter 0 Spring

12. Target date for first offering: Term Winter Year 2000

13. In which degree area does the proposed new course belong?

 Associates in Liberal Arts

 Associates in Science

 Associates in Business

 X Associates in Applied Science

 Associates in General Studies

 General interest (course not intended to meet requirements for any degree program).

14. Results of balloting (Attach copies of all ballots):

 Ayes

 Nays

 No response

 Total (number mailed)

An overview of the Interior Design profession and those practices and human issues pertinent to the design of interior environments. Elements and principles of design will be studied as they relate to space planning, furnishing and materials for residential and commercial interiors. Field trips included. Course/lab fees.

11. What is the projected number of sections of the new course will be offered each term:

0 Summer 1 Fall 1 Winter 0 Spring

12. Target date for first offering: Term Fall Year 1999

13. In which degree area does the proposed new course belong?

 Associates in Liberal Arts

 Associates in Science

 Associates in Business

 X Associates in Applied Science

 Associates in General Studies

 General interest (course not intended to meet requirements for any degree program).

14. Results of balloting (Attach copies of all ballots):

 Ayes

 Nays

 No response

 Total (number mailed)

**Professional Practices
&
Presentations**

INT 250

FORM 3.2
NEW COURSE INITIAL ASSESSMENT FORM

NOTE: Items 1 through 7 must be completed by the Originator prior to submission of this form to the College Curriculum Committee. Refer to page 14 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed course title: **Professional Practices & Presentations**
2. On a separate sheet fully describe the intended student learning objectives that the proposed course will achieve.
 - a) The students will be exposed to interior design philosophy, theories, concepts and practices.
 - b) The students will develop a personal design philosophy and identity.
 - c) The students will develop creative problem solving strategies for solving interior design problems.
 - d) The students will demonstrate sensitivity to design excellence and evaluation.
 - e) The students will study the influence of historical periods on contemporary design trends and philosophies.
 - f) The students will learn to consider human factors, including anthropometric principles, in the resolution of design problems.
 - g) The students will explore social, cultural, physical, psychological and environmental factors and how they relate to interior environments
 - h) The students will develop generic specs for items and materials used in both residential and non-residential environments.
 - i) The students will demonstrate proficiency in the presentation of solutions to interior design problems.
 - j) The students will exhibit effective oral and written communication of design concepts and solutions.

3. On a separate sheet state the need for the proposed course.

Presentation factors are vital to the designer in developing conceptual ideas and in communicating them to clients. They provide a means of visualizing the design work and understanding the different ways environments can work. Designers need to synthesis physiological, socio-psychological and functional issues into creative/aesthetic design solutions.

4. State the specific College Strategic Direction or campus strategic objective that the proposed new course supports.

College Strategic Direction:

- To create new programs by the year 2002 based on systematic and comprehensive program reviews.

Campus Strategic Objective:

- To continue revising and developing curriculum.
- This course will implement and maintain strategies and programs to enhance recruitment, retention and student success.
- This course will implement and maintain operations, programs, services and curricula which will invigorate student life.

5. Indicate the expected number of credits the new course will carry: 3

6. What are the anticipated costs and revenues that the proposed course will incur?

Cost/Revenue

- a) Personnel (including faculty and staff support).....\$ 1,650
- b) Cost of facilities (space, equipment and other capital items)\$ 1,000
- c) On-going costs (software upgrades, training, supplies, etc.).....\$ 500
- d) Revenue Based on 20 students x 1 section x 3 credits x 46.....\$ 2,860
(annual student credit hours times current per credit tuition rate + \$5.00 lab fee)

7. Is the proposed course related to any existing (active or inactive) OCC course? No
If yes, please explain the distinctions between these courses:

SIGNATURES

The following approvals are necessary prior to submitting this form to the College Curriculum Committee for action.

_____ Originator	_____ Date
_____ Department Chair/Discipline Chair	_____ Date
_____ Campus Curriculum Committee Chair	_____ Date
_____ Academic Dean	_____ Date
_____ Campus President	_____ Date

NOTE: Submit this form to the College Curriculum Committee Secretary in care of the Registrar's Office at District Office, in order to ensure its placement on the College Curriculum Committee's agenda.

COLLEGE CURRICULUM/INSTRUCTION COMMITTEE ACTION

The College Curriculum Committee recommends:

Yes	No	Date	
<u>X</u>	_____	<u>10-5-98</u>	This proposal requires a needs assessment (Refer to Office of Institutional Planning & Analysis).
<u>X</u>	_____	<u>1-27-99</u>	Advisory Committee input is needed.
_____	_____	_____	This proposal requires Chancellor's Council Priority.
_____	_____	_____	Recommend full development of new course.

Comments:

The College Curriculum/Instruction Committee recommends that the following groups be balloted with regard to this proposal.

College Curriculum Committee Chair

Date

This proposal is scheduled to be on the College Curriculum/Instruction Committee agenda on: _____.

FORM 3.3
NEW COURSE DEVELOPMENT FORM

NOTE: Items 1 through 14 must be completed by the Originator prior to submitting this form to the College Curriculum Committee for action. Refer to page 16 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed Course Title: Professional Practices & Presentation

2. Proposed Course Code: INT 250

3. Proposed Number of Credit Hours: 3

4. How many of the total proposed course contact hours will be taught in the following categories?

30 Lecture hours

30 Lab hours

60 Total contact hours

5. Will the new course require a course fee?

 No

 X Yes, indicate proposed course fee: \$5.00

6. Group Classification

 A (35 students)

 X B (25 students)

On a separate sheet justify the proposed group classification (A or B) based upon established criteria.

This class utilizes a drawing lab as its physical setting for demonstrations and working on course project assignments. Academic focus involves independent individual performances and group critiques and discussion groups on a regular basis throughout the semester. Student progress is gauged by project and class participation evaluation.

7. Will the new course require prerequisites or co-requisites?

 No, skip to question #9.

 X Yes, if yes, answer question #8.

8. On a separate sheet provide a written justification for the prerequisites or co-requisites.

INT 114 is pertinent to the implementation of concept development and presentation skills and INT 118 focuses on interior construction materials, components, surface materials, fixtures and furnishing. Both courses are necessary to the acquisition of knowledge needed to successfully understand interior design practices and to demonstrate proficiency in presentations.

9. On a separate sheet indicate changes in the proposed new course since the submission of the Initial Assessment Form (Form 3.2).

No Changes

10. On a separate sheet provide a written general description of the proposed new course as it will appear in the College Catalog. Include the purpose of the course, prerequisites and co-requisites. Description must be kept to 50-100 words.

Prerequisites: INT 114, INT 118.

A study of Interior Design theory, practices and presentations. Integration of interior design philosophy, problem solving strategies, historical/contemporary influences, human/social factors, business matters and the sequencing of project organization requirements. The course will also include the utilization of oral, written and multi-media communication skills. Course/lab fees.

11. What is the projected number of sections of the new course will be offered each term:

0 Summer 1 Fall 0 Winter 0 Spring

12. Target date for first offering: Term Fall Year 2000

13. In which degree area does the proposed new course belong?

Associates in Liberal Arts

Associates in Science

Associates in Business

Associates in Applied Science

Associates in General Studies

General interest (course not intended to meet requirements for any degree program).

14. Results of balloting (Attach copies of all ballots):

Ayes

Nays

No response

Total (number mailed)

An overview of the Interior Design profession and those practices and human issues pertinent to the design of interior environments. Elements and principles of design will be studied as they relate to space planning, furnishing and materials for residential and commercial interiors. Field trips included. Course/lab fees.

11. What is the projected number of sections of the new course will be offered each term:

 0 Summer 1 Fall 1 Winter 0 Spring

12. Target date for first offering: Term Fall Year 1999

13. In which degree area does the proposed new course belong?

 Associates in Liberal Arts

 Associates in Science

 Associates in Business

 X Associates in Applied Science

 Associates in General Studies

 General interest (course not intended to meet requirements for any degree program).

14. Results of balloting (Attach copies of all ballots):

 Ayes

 Nays

 No response

 Total (number mailed)

Interior Design Studio

INT 256

FORM 3.2
NEW COURSE INITIAL ASSESSMENT FORM

NOTE: Items 1 through 7 must be completed by the Originator prior to submission of this form to the College Curriculum Committee. Refer to page 14 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed course title: **Interior Design Studio**
2. On a separate sheet fully describe the intended student learning objectives that the proposed course will achieve.
 - a) The students will develop an understanding of the complete residential design process through class project completion.
 - b) The students will learn to analyze design problems to create functional solutions.
 - c) The students will develop creative problem solving strategies for solving interior design problems.
 - d) The students will demonstrate sensitivity to design excellence and evaluation.
 - e) The students will develop proficiencies in addressing client needs.
 - f) The Students will develop proficiencies in residential space planning.
 - g) The Students will develop proficiencies in designing interiors that reflect universal design usage to accommodate individuals regardless of age, stature or ability.
 - h) The students will learn to effectively utilize resource catalogs, price lists and local resources to specify fixtures, furniture, finishes and accessories for specific interiors.
 - i) The students will learn to calculate quantities of resources needed for specific interiors.
 - j) The students will develop proficiencies graphic documentation and presentation of design solutions.
 - k) The students will develop proficiencies in working with clients.
 - l) The students will learn to work effectively as a member of a design team.

3. On a separate sheet state the need for the proposed course.

A complete understanding of the design process is essential to the future success of the interior design student and this course provides students with practical opportunities for applying their personal and aesthetic design skills in the total design (and presentation) of an interior environment.

4. State the specific College Strategic Direction or campus strategic objective that the proposed new course supports.

College Strategic Direction:

- To create new programs by the year 2002 based on systematic and comprehensive program reviews.

Campus Strategic Objective:

- To continue revising and developing curriculum.
- This course will implement and maintain strategies and programs to enhance recruitment, retention and student success.
- This course will implement and maintain operations, programs, services and curricula which will invigorate student life.

5. Indicate the expected number of credits the new course will carry: 3

6. What are the anticipated costs and revenues that the proposed course will incur?

Cost/Revenue

a) Personnel (including faculty and staff support).....	\$ 1,650
b) Cost of facilities (space, equipment and other capital items)	\$ 1,000
c) On-going costs (software upgrades, training, supplies, etc.)	\$ 500
d) Revenue Based on 20 students x 1 section x 3 credits x 46.....	\$ 2,860
(annual student credit hours times current per credit tuition rate + \$5.00 lab fee)	

7. Is the proposed course related to any existing (active or inactive) OCC course? No
If yes, please explain the distinctions between these courses:

SIGNATURES

The following approvals are necessary prior to submitting this form to the College Curriculum Committee for action.

_____	_____
Originator	Date
_____	_____
Department Chair/Discipline Chair	Date
_____	_____
Campus Curriculum Committee Chair	Date
_____	_____
Academic Dean	Date
_____	_____
Campus President	Date

NOTE: Submit this form to the College Curriculum Committee Secretary in care of the Registrar's Office at District Office, in order to ensure its placement on the College Curriculum Committee's agenda.

COLLEGE CURRICULUM/INSTRUCTION COMMITTEE ACTION

The College Curriculum Committee recommends:

Yes	No	Date	
<u>X</u>	_____	<u>10-5-98</u>	This proposal requires a needs assessment (Refer to Office of Institutional Planning & Analysis).
<u>X</u>	_____	<u>1-27-99</u>	Advisory Committee input is needed.
_____	_____	_____	This proposal requires Chancellor's Council Priority.
_____	_____	_____	Recommend full development of new course.

Comments:

The College Curriculum/Instruction Committee recommends that the following groups be balloted with regard to this proposal.

_____	_____
College Curriculum Committee Chair	Date

This proposal is scheduled to be on the College Curriculum/Instruction Committee agenda on: _____.

FORM 3.3
NEW COURSE DEVELOPMENT FORM

NOTE: Items 1 through 14 must be completed by the Originator prior to submitting this form to the College Curriculum Committee for action. Refer to page 16 in the Users Handbook for Curriculum Development for specific directions in completing this form.

1. Proposed Course Title: Professional Practices & Presentation

2. Proposed Course Code: INT 250

3. Proposed Number of Credit Hours: 3

4. How many of the total proposed course contact hours will be taught in the following categories?

20 Lecture hours
40 Lab hours
60 Total contact hours

5. Will the new course require a course fee?

 No
 X Yes, indicate proposed course fee: \$5.00

6. Group Classification

 A (35 students)
 X B (25 students)

On a separate sheet justify the proposed group classification (A or B) based upon established criteria.

This class utilizes a drawing lab as its physical setting for demonstrations and working on course project assignments. Academic focus involves independent individual performances and group critiques and discussion groups on a regular basis throughout the semester.

7. Will the new course require prerequisites or co-requisites?

 No, skip to question #9.
 X Yes, if yes, answer question #8.

8. On a separate sheet provide a written justification for the prerequisites or co-requisites.

INT 114 is pertinent to the implementation of concept development and presentation skills; INT 118 focuses on interior construction materials, components, surface materials, fixtures and furnishing and INT 218 on color and lighting fundamentals. These courses are necessary to the acquisition of knowledge needed to fully understand interior design

practices and to demonstrate complete proficiency in design resolution and presentation at this level.

9. On a separate sheet indicate changes in the proposed new course since the submission of the Initial Assessment Form (Form 3.2).

No Changes

10. On a separate sheet provide a written general description of the proposed new course as it will appear in the College Catalog. Include the purpose of the course, prerequisites and co-requisites. Description must be kept to 50-100 words.

prerequisites: INT 114, INT 118, INT 218.

Development of creative interior environments through all stages of the design process from concept through appropriate use of materials, space planning, budgeting and final graphic presentations. Individual projects will be selected from available options and team projects will provide group work experience. Course/lab fees.

11. What is the projected number of sections of the new course will be offered each term:

0 Summer 0 Fall 1 Winter 0 Spring

12. Target date for first offering: Term Winter Year 2001

13. In which degree area does the proposed new course belong?

 Associates in Liberal Arts

 Associates in Science

 Associates in Business

X Associates in Applied Science

 Associates in General Studies

 General interest (course not intended to meet requirements for any degree program).

14. Results of balloting (Attach copies of all ballots):

 Ayes

 Nays

 No response

 Total (number mailed)

An overview of the Interior Design profession and those practices and human issues pertinent to the design of interior environments. Elements and principles of design will be studied as they relate to space planning, furnishing and materials for residential and commercial interiors. Field trips included. Course/lab fees.

11. What is the projected number of sections of the new course will be offered each term:

 0 Summer 1 Fall 1 Winter 0 Spring

12. Target date for first offering: Term Fall Year 1999

13. In which degree area does the proposed new course belong?

 Associates in Liberal Arts

 Associates in Science

 Associates in Business

 X Associates in Applied Science

 Associates in General Studies

 General interest (course not intended to meet requirements for any degree program).

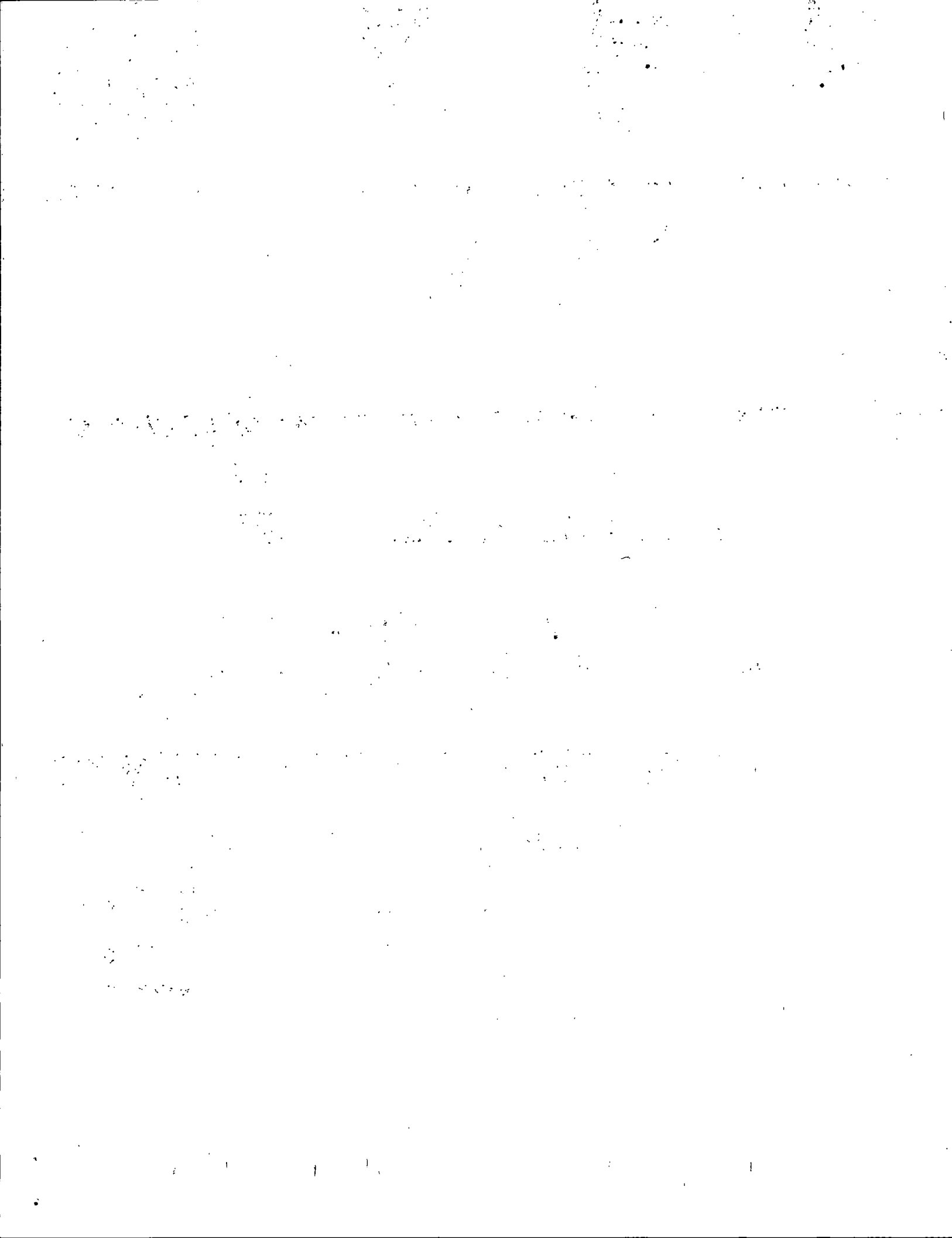
14. Results of balloting (Attach copies of all ballots):

 Ayes

 Nays

 No response


 Total (number mailed)





To: Carol A. Brown, Vice-Chancellor,
Academic & Student Services

Ron Spainhour, Chair,
College Curriculum Committee

From: Martin A. Orlowski,  Director
Institutional Research

Date: July 23, 1999

Subject: Interior Design Needs Assessment

At the request of the Chancellor's Council and the College Curriculum Committee the Office of Institutional Research has completed a comprehensive assessment of the proposed Interior Design program. Our findings are presented in the attached report.

In an effort to promote a full utilization of the assessments findings, the report is presented in a Question & Answer format (first tab). In addition, we have provided a number of supporting documents that can be found in the Appendix (second tab).

If you have any questions or would like further explanation on any aspect of the report, please do not hesitate to contact Brian Moss or Mark Woods (primary researchers). Both can be reached at 7746. I trust that the information presented in this report will assist the college in making a decision with regard to the future of the proposed program.

Attachment: Interior Design Needs Assessment (Final Report)


pc: S. Hanna
R. Piepenburg
M. Woods
B. Moss



OAKLAND
COMMUNITY
COLLEGE

Memo

To: Bob Piepenburg, Faculty
OR Art Department

From: Martin A. Orlowski,  Director
Institutional Research

Date: March 29, 1999

Subject: Interior Design Needs Assessment Preliminary Report

Over the past several weeks the Office of Institutional Research has been collecting information on the proposed Interior Design program. As we discussed at our February 23, 1999 meeting the needs assessment process is a comprehensive examination of the need for a proposed academic program in Southeast Michigan. The attached report presents our preliminary findings.

Before moving forward with the remaining aspects of the study (employer survey, etc.) I ask that you review the attached report and provide feedback on our initial findings. Please feel **free to contact Mark Woods, Brian Moss or myself at 7746 if you have any questions.**

pc: S. Hanna
C. Brown
M. Woods
B. Moss

/s

**1999 Employer Survey
Needs Assessment
Interior Design**

Are you... _____ self-employed _____ working for a company in interior design?
If so...
Which company? _____
Position? _____

FOR ALL

How many clients do you service in a given year? _____

FOR COMPANIES ONLY

What is the highest level of education for the ID's in your company? _____

How many years has your most experienced ID worked? _____

What is the size of your staff dedicated to design? _____

Is it difficult to find new employees? Yes no

Where do you find them? Metro Detroit Area Within MI Out-of-state

How are your employees paid? Salaried Hourly Commission Other: _____

Would you hire someone with an AA in interior design? Yes no

Is a certificate of ID an appealing option for you /your workers? Yes no

Does graduation from a FIDER approved program impact your hiring decision? Yes no

Please answer to what degree you feel the following are important or unimportant for working as an Interior Designer (not at all important, somewhat unimportant, somewhat important, very important):

	not at all important	somewhat unimportant	somewhat important	very important
Associate's degree	1	2	3	4
Bachelor's degree	1	2	3	4
Master's degree	1	2	3	4
NCIDQ certification	1	2	3	4
Affiliation with ASID	1	2	3	4
IIDA	1	2	3	4

Mathematics (knowledge of numbers, their operations, and interrelationships (algebra, geometry, calculus, statistics, and their applications)) 1 2 3 4

Sales and Marketing (Showing, promoting, and selling products/ services) 1 2 3 4

Fine Arts (Knowledge of theory and techniques required to produce, compose, and perform works of music, dance, visual arts, drama, and sculpture) 1 2 3 4

Skills:

Coordination- adjusting actions in relation to others actions 1 2 3 4

Idea generation- generating a number of different approaches to problems 1 2 3 4

Speaking- talking to others effectively to convey Information 1 2 3 4

Active listening- listening to what others are saying and asking questions as appropriate 1 2 3 4

Decision-Making- weighing relative costs and benefits of potential actions 1 2 3 4

Operations analysis- analyzing needs and product requirements to create a design 1 2 3 4

Abilities:

not at all important somewhat unimportant somewhat important very important

Visualization- imagine how something will look after it is moved around or when its parts are moved or rearranged 1 2 3 4

Fluency of ideas- ability to generate numerous ideas about a given topic 1 2 3 4

Originality- unusual or clever ideas, creative ways to solve a problem 1 2 3 4

Oral expression- communicate information so others will understand 1 2 3 4

Oral comprehension- listen and understand information and ideas presented 1 2 3 4

In the past year, have you taken any workshops/
professional development training?

Yes

No

If Yes, Where did you go (through which organization)? _____

	Highly unlikely	somewhat unlikely	somewhat likely	highly likely
If workshops are offered here, how likely are you to consider Oakland Community College?	1	2	3	4
How likely would you enroll in a...				
1 day course	1	2	3	4
2 day course	1	2	3	4
1 week course	1	2	3	4
8 week course	1	2	3	4
15 week course	1	2	3	4

Now we would like to know just a few things about you:

~~Date of birth : _____~~

~~Race: white 1 african-american 2 other: 3 _____~~

~~Gender: Female 1 Male 2~~

- Education:
1. some high school
 2. high school diploma/ GED
 3. some college
 4. Associate's
 5. Bachelor's degree
 6. Master's degree
 7. doctorate