OAKLAND
COMMUNITY
COLLEGE

INTERIOR DESIGN
STUDENT EVALUATION
SUMMER 2006

Prepared for:
Letyna Roberts
Manager of State and Federal Programs

Prepared by:
Stephanie Wren
Research Analyst
Office of Institutional Research
(248) 232-4872
June 1, 2006

OAKLAND COMMUNITY COLLEGE
INTERIOR DESIGN
STUDENT EVALUATION
PROE REPORT
SUMMER 2006

TABLE OF CONTENTS

Purpose 3

Methodology 3

Results 4

OAKLAND COMMUNITY COLLEGE
INTERIOR DESIGN
STUDENT EVALUATION
PROE REPORT
SUMMER 2006

Purpose

The purpose of the study was to compile the data for a summary report of the Interior Design program for the PROE/Curriculum Review process. The final results will be forwarded to Letyna Roberts, Manager of State and Federal Programs, for distribution.

Methodology

Survey responses were collected from 19 students. The survey gathered feedback from student responses on issues such as the courses offered in the program, student satisfaction with the course offerings, and the quality of instruction. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Mean responses for each item were calculated and the results are presented below.

OAKLAND COMMUNITY COLLEGE
INTERIOR DESIGN
STUDENT EVALUATION
PROE REPORT
SUMMER 2006

Results

	QUESTION	MEAN
1	My program of study at Oakland Community College is meeting my expectations.	4
2	The courses offered in my program of study are preparing me for the workforce.	4
3	I would like to change my current program of study because of academic reasons.	2
4	I would like to attend another institution because of dissatisfaction with my current program of study at O:	2
5	I am satisfied with the quality of the instructors in my program of study.	4
6	I feel that the instructors are knowledgeable about the course subject-matter.	4
7	I am satisfied with the course offerings in mu current program of study at Oakland Community College.	4
8	My instructors help me to understand how useful my program of stdy can be in the real-world.	4
9	My instructors make the course subject-matter seem interesting.	4
10	I am informed about what is happening in my program.	4
11	I think the department is committed to student success in the program.	4
12	I am satisfied with my program of study.	4

- Items three and four are indicating that the students do not want to change their program of study or attend another institution because of dissatisfaction with the program.

Results (continued): Open-Ended Responses

1. I think there should be more emphasis on sketching and drafting. Perhaps a Drafting I and II—it is an important aspect of design and was only covered briefly.
2. I think you should offer INT class not just in the fall and winter but throughout the summer.
3. Lab work in each class should be part of the course.
4. Materials would be better if it were two semester classes.
5. More courses transferable to four-year with in program.
6. More field trips and speakers to better understand what's going on right now in the field.
7. Offer more summer classes, possibly one day a week.
8. Times classes are offered. It's hard when class is only offered one time a year. Also, you need to remember some of us work, so to offer a class in the middle of the day (11a to 2p) makes it difficult.
9. To have courses offered more to get degree quicker.

OAKLAND
COMMUNITY
COLLEGE

INTERIOR DESIGN
FACULTY EVALUATION
SUMMER 2006

Prepared for:
Letyna Roberts
Manager of State and Federal Programs

Prepared by:
Stephanie Wren
Research Analyst
Office of Institutional Research
(248) 232-4872
June 1, 2006

OAKLAND COMMUNITY COLLEGE
INTERIOR DESIGN PROGRAM
FACULTY EVALUATION
SUMMER 2006

TABLE OF CONTENTS

Purpose 3

Methodology 3

Results 4

OAKLAND COMMUNITY COLLEGE
INTERIOR DESIGN PROGRAM
FACULTY EVALUATION
SUMMER 2006

Purpose

The purpose of the study was to compile the data for a summary report of the Interior Design program for the PROE/Curriculum Review process. The final results will be forwarded to Letyna Roberts, Manager of State and Federal Programs, for distribution.

Methodology

Survey responses were collected from 4 faculty members. The survey gathered feedback from the faculty responses on issues such as the courses offered in the program, faculty satisfaction with student preparation for the program, and the quality of instruction. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Mean responses for each item were calculated and the results are presented below.

OAKLAND COMMUNITY COLLEGE
INTERIOR DESIGN PROGRAM
FACULTY EVALUATION
SUMMER 2006

Results

	QUESTIONS	MEAN
1	The program of study in which I teach at Oakland Community College is meeting my expectati	5
2	The courses offered in the program are preparing the students for the workforce.	5
3	The program can be more challenging academically for the students.	3
4	The program can be more competitive with other institutions that offer similar programs.	3
5	I am satisfied with the quality of instruction provided to the students in this program.	4
6	My fellow faculty members in the program are knowledgeable about the course subject-matter.	5
7	I am satisfied with the course offeriengs in this program.	5
8	I feel that the program has a focus on real-world application.	4
9	I feel that the students are prepared for the rigors of the program.	3
10	I am informed about what is happening in this program.	4
11	Opportunities are avaliable for me to make suggestions for improvements in this program.	5
12	I think the department has a commitment ot student success in the program.	5

Note: The mean response for items three and four represents disagreement for the given statements.

- Item three is based on a four-point Likert Scale:
  - 1 = Agree
  - 2 = Neutral
  - 3 = Disagree
  - 4 = Strongly Disagree
    - The average response is that the faculty disagrees that the can be more challenging for the students.
- Item four is based on a five point Likert Scale:
  - 1 = Strongly Agree
  - 2 = Agree
  - 3 = Neutral
  - 4 = Disagree
  - 5 = Strongly Disagree
    - The average response is that the faculty is neutral to whether the program can be more competitive with other institutions that offer similar programs.
- Note item nine:
  - The faculty is neutral to whether the students are prepared for the rigors of the program.
- 50% (2) of the faculty felt the program was headed in the right direction because of the advisory committee's input.

Results Continued

Open-Ended Responses: If there is one thing you would like to change about the program, then explain what it is and how it would enhance the program.

1. Drafting courses and focus courses for perspective and rendering; students find that more class time on these would enhance their abilities.
2. Continued expansion of facilities and hands-on labs for demonstration of products (e. g. lighting, window treatments, etc.).
3. I think it would be great to offer more open lab hours for students to work on their projects for INT 1300 and INT 2300 courses. A tutor or class assistant during these classes would be helpful as well.
4. Include a required internship course and "apply" to the program with a certain GPA and portfolio review.

OAKLAND
COMMUNITY
COLLEGE

INTERIOR DESIGN
ADVISORY COMMITTEE EVALUATION
SUMMER 2006

Prepared for:
Letyna Roberts
Manager of State and Federal Programs

Prepared by:
Stephanie Wren
Research Analyst
Office of Institutional Research
(248) 232-4872

June 1, 2006

OAKLAND COMMUNITY COLLEGE
INTERIOR DESIGN
ADVISORY COMMITTEE EVALUATION
PROE REPORT
SUMMER 2006

TABLE OF CONTENTS

Purpose 3

Methodology 3

Results 4

OAKLAND COMMUNITY COLLEGE
INTERIOR DESIGN
ADVISORY COMMITTEE EVALUATION
PROE REPORT
SUMMER 2006

Purpose

The purpose of the study was to compile the data for a summary report of the Interior Design program for the PROE/Curriculum Review process. The final results will be forwarded to Letyna Roberts, Manager of State and Federal Programs, for distribution.

Methodology

Survey responses were collected from 1 advisory committee member. The survey gathered feedback from the advisory committee on issues such as the whether the courses were preparing the students for the workforce, the advisory committees input regarding decision making within the program, and the direction of the program. The items were rated 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Mean responses for each item were calculated and the results are presented below.

OAKLAND COMMUNITY COLLEGE
INTERIOR DESIGN
ADVISORY COMMITTEE EVALUATION
PROE REPORT
SUMMER 2006

Results

QUESTION	RESPONSE
1 The program at Oakland Community College is meeting the expectations of the advisory committee.	5
2 The courses offered are preparing the students for the workforce.	5
3 The advisory committee is informed about the program.	4
4 The advisory committee has substantial input into decision-making within the program.	4
5 The advisory committee is satisfied with the direction of the program.	5

- The advisory committee member is essentially satisfied with the program as noted by the responses above.

Interior Design

Curriculum Review
June 2006

Prepared by: Michelle Pergeau

A. Catalog course descriptions

- Program outline
- Course descriptions
- Course catalog description analysis

Interior Design

(INT.AAS)

Associate in Applied Science

Orchard Ridge

Major Requirements			Credits
INT	1100	Introduction to Interior Design	3
INT	1140	Sketching and Drafting for Interiors	3
INT	1180	Interior Design Materials	3
INT	1200	Lighting and Color for Interiors	3
INT	1300	Computer Aided Interior Design I	3
INT	2300	Computer Aided Interior Design II	3
INT	2500	Professional Practices and Presentations	3
INT	2560	Interior Design Studio	3

Required Supportive Courses			
ART	1510★	Basic Drawing	3
ART	1520★	Basic Design	3
ENG	1510★	Composition I	3
PSY	2510★	Introduction to Psychology	3
or			
PSY	2630★	Psychology of Organizational Behavior	3
SPE	1610★	Fundamentals of Speech	3
or			
SPE	1290★	Interpersonal Communication	3

Recommended Electives			
ACC	1110	Fundamental Accounting	3
ART	1560★	Art Appreciation	3
ART	2570	Advanced Design	3
ARC	1130	Architectural Design I	3
BUS	1210	Starting and Operating a Small Business	3
CNST	2290[1]	Analysis of Commercial Prints	3
CNST	2010[1]	Construction Systems	3
LST	1150	Plants for Interior Landscapes	3
MKT	2520	Fundamentals of Marketing Theory and Practice	3
PHO	1700	Beginning Digital Photography	3

Necessary Electives to Total **62**

[1] Eastern Michigan University course.

★ Course may be used to meet General Education requirements.

- See current OCC College catalog for General Education requirements.
- See current OCC College catalog for Associate in Applied Science degree requirements.

Other Related OCC Programs

- Graphic Design
- Landscape Design
- Computer Aided Design and Drafting Technology – Machine Tool Option, Vehicle Design Option
- Business – Administration

HUM 1900 ..... 3 Credits
Introduction to the Film

General Education Attributes.....2, 4, 8

The student will identify the major artistic, technical, historical, social, economic and entertainment aspects of the film by viewing, analyzing, evaluating and discussing selected examples of motion pictures. (This is the same course as THE 1900.) Course/lab fees.

HUM 2100-9 ..... 3 Credits
Topics in Film

Prerequisite: HUM 1900 or THE 1900

This course will deal with specific topics of interest from a cinematic perspective. Topics will vary from semester to semester. Students should consult the Schedule of Classes to discover which topics are being offered. In studying each topic, the student will become knowledgeable about the processes involved in cinematic criticism and analysis as well as the major artistic, historical, and cultural aspects of cinema. The focus will be on understanding the relationship of cinematic techniques to the expression of filmmakers' visions and the exploration of specific issues. Course/fees.

HUM 2720 ..... 3 Credits
Bible

General Education Attributes.....1, 2, 5, 6

This course will focus on scripture texts. Hebrew and Christian texts will serve as models for analysis and interpretation. The textual studies will describe the origin of the traditions. The cultural influences on the development of scripture themes will be examined.

HUM 2900 ..... 3 Credits
Literature into Film

Prerequisite: ENG 1510, HUM 1900.

General Education Attributes.....2, 3, 4

Students will do in-depth critical analysis of both literature and film, considering the processes by which film is adapted from literature and investigating how film and literature complement each other theoretically, stylistically and thematically. Course/lab fees.

(IIC) INDIVIDUALIZED INSTRUCTION CENTER

IIC 1070 ..... 2 Credits
College Success Skills

General Education Attributes.....5, 6

This course is designed to improve students' academic performance. Students will practice strategies for test taking, textbook study, note taking, memory enhancement and time management. They will be given opportunities to apply these strategies to current course work and personal life situations. Course/lab fees.

(IND) TECHNICAL INTERNSHIPS

IND 1402-4 ..... 2-4 Credits
Cooperative Internship

The student will be employed within his trade area in a supervised situation under the guidance of a coordinator. The student will identify and describe, through reports and position papers, technical problems encountered on the job.

IND 2403-4 ..... 3-4 Credits
Advanced Cooperative Internship

The advanced internship student will continue their employment within their trade area. Students will prepare research projects on special methods and processes and new technical equipment developed in their specific trade area.

(INT) INTERIOR DESIGN

INT 1100 ..... 3 Credits
Introduction to Interior Design

This course provides 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 may be included.

INT 1140 ..... 3 Credits
Sketching and Drafting for Interiors

This course explores the various freehand and architectural drafting techniques used by interior designers in concept development and presentation. Various drawing media, freehand and mechanical drafting practices will be used to create, render, shade and shadow perspective and elevation drawings.

INT 1180 ..... 3 Credits
Interior Design Materials

This course presents information on the characteristics, the properties and the application of materials and related products and components used by interior designers. This course provides students with product information and an understanding of interior cabinetry, fixtures, textiles and window treatments as well as floor, wall, and ceiling finishes. Field trips will be included.

INT 1200 ..... 3 Credits
Lighting and Color for Interiors

This course presents information on color schemes and lighting fundamentals in relation to their physical and psychological effects on interior environments. Students will be shown the various residential and commercial light fixtures and market sources available. They will study color harmony and lighting placement as it applies to residential and commercial situations. Field trips will be included.

INT 1300 ..... 3 Credits
Computer Aided Interior Design I

Prerequisite: INT 1140, or experienced design professional.

Students will be introduced to methods of computer use to aid the interior design process. Students will receive hands-on experience with emphasis on 2-D drafting. Students will be shown how to create, store, modify and plot drawings such as floor plans, furniture plans, reflected ceiling plans and elevations. Course/lab fees.

INT 2300 ..... 3 Credits
Computer Aided Interior Design II

Prerequisite: INT 1300, or experienced design professional.

This course explores advanced applications of computer use to aid the interior design process. It offers students hands-on experience with emphasis on creating a complete package of project documents. Students are expected to select a project in their specialty area and develop tools for administering, planning, constructing and presenting their design solution. Course/lab fees.

INT 2500 ..... 3 Credits
Professional Practices and Presentations

Prerequisites: INT 1100, INT 1140, INT 1180, INT 1200.

This course explores interior design theory and the application of design practices and presentations in space planning projects. It integrates interior design philosophy, problem solving strategies, historical/contemporary influences, human/social factors, business matters and the sequencing of project organization requirements. In addition to hands-on design activities, students will gain experience using their oral, written and multimedia communication skills in the formal presentation of their projects. Course/lab fees.

INT 2560 ..... 3 Credits
Interior Design Studio

Prerequisites: INT 2300 and INT 2500, or permission of the department.

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

INT 2571-3 ..... 1-3 Credits
Design Internship I

Prerequisites: INT1100, INT1140, INT1180, INT1200, INT1300 and consent of department.

Work experience is arranged at an appropriate job that will provide students with an opportunity to apply skills and refine techniques in an actual work environment. A minimum of 45 hours of work experience will be required for each hour of credit earned (90 hours for 2 credits, 135 hours for 3 credits).

INT 2581-3 ..... 1-3 Credits
Design Internship II

Prerequisites: INT 2571, or INT2572, or INT2573, and consent of department.

Work experience will continue at the appropriate job for the student to continue to apply skills and refine techniques. A minimum of 45 hours of work experience will be required for each hour of credit earned (90 hours for 2 credits, 135 hours for 3 credits).

3

DATA ANALYSIS

CORE REVIEW
A. COURSE CATALOG DESCRIPTION

Coordinator: Complete this form after reviewing the Course Catalog Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog.

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number INT1100*	X	____
Course Number INT1140*	X	____
Course Number INT1180	____	X
Course Number INT1200	____	X
Course Number INT1300	____	X
Course Number INT2300	____	X
Course Number INT2500	____	X
Course Number INT2560	____	X
Course Number INT2571-3	____	X
Course Number INT2581-3	____	X

COURSE CATALOG DESCRIPTION REVIEW SUMMARY:

* No major revisions as were indicated, however the request to review the appropriate designation of the current credit hours (3) in the college catalog for INT1100 and INT1140. This was due to the class workload assigned to students within the 15 week class period. Further study and review will be undertaken to further assess this need.

B. Syllabi

- Review by course
- Summary

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

INT 1100	**Percent of Inclusion**	*100%*
Mandatory Items (per FMA and Federal Law)		
ADA Notification	*100%*	
Course Goals	*100%*	
Grading Standards and Practices	*100%*	
Tentative Schedule of Assignments and Tests	*100%*	
Recommended Items (per Academic Senate)		*100%*
Course Name and Number	*100%*	
Instructor, Office Location, Method of Contact	*100%*	
Office Hours	*100%*	
Available Assistance	*100%*	
Course Catalog Description with Prerequisites	*100%*	
General Education Attributes (where pertinent)	*N/A*	
Required Books and Supplies	*100%*	
List of Supportive Materials (where available)	*100%*	
Evaluation/Testing System & Policies	*100%*	
Attendance Policy	*100%*	
Safety Instructions	*N/A*	
Disclaimer Allowing for Reasonable Revisions	*100%*	
Optional Items		*63%*
Semester Meeting Times & Room	*100%*	
Teaching/Learning Strategies	*100%*	
Applicable Forms Pertinent to Course	*100%*	
Reference to Student Policies in OCC Catalog	*100%*	
Policy on Use of Computing Resources	*0%*	
Description of Required Computing Skills	*0%*	
Policy on Plagiarism	*100%*	
Student Bill of Responsibilities	*0%*	

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

INT 1400	**Percent of Inclusion**	*100%*
Mandatory Items (per FMA and Federal Law)		
ADA Notification	*100%*	
Course Goals	*100%*	
Grading Standards and Practices	*100%*	
Tentative Schedule of Assignments and Tests	*100%*	
Recommended Items (per Academic Senate)		*100%*
Course Name and Number	*100%*	
Instructor, Office Location, Method of Contact	*100%*	
Office Hours	*100%*	
Available Assistance	*100%*	
Course Catalog Description with Prerequisites	*100%*	
General Education Attributes (where pertinent)	*N/A*	
Required Books and Supplies	*100%*	
List of Supportive Materials (where available)	*100%*	
Evaluation/Testing System & Policies	*100%*	
Attendance Policy	*100%*	
Safety Instructions	*N/A*	
Disclaimer Allowing for Reasonable Revisions	*100%*	
Optional Items		*50%*
Semester Meeting Times & Room	*100%*	
Teaching/Learning Strategies	*100%*	
Applicable Forms Pertinent to Course	*100%*	
Reference to Student Policies in OCC Catalog	*100%*	
Policy on Use of Computing Resources	*0%*	
Description of Required Computing Skills	*0%*	
Policy on Plagiarism	*0%*	
Student Bill of Responsibilities	*0%*	

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

INT 1180	**Percent of Inclusion**	*88%*
Mandatory Items (per FMA and Federal Law)		
ADA Notification	*100%*	
Course Goals	*100%*	
Grading Standards and Practices	*100%*	
Tentative Schedule of Assignments and Tests	*50%*	
Recommended Items (per Academic Senate)		*100%*
Course Name and Number	*100%*	
Instructor, Office Location, Method of Contact	*100%*	
Office Hours	*100%*	
Available Assistance	*100%*	
Course Catalog Description with Prerequisites	*100%*	
General Education Attributes (where pertinent)	*N/A*	
Required Books and Supplies	*100%*	
List of Supportive Materials (where available)	*100%*	
Evaluation/Testing System & Policies	*100%*	
Attendance Policy	*100%*	
Safety Instructions	*N/A*	
Disclaimer Allowing for Reasonable Revisions	*100%*	
Optional Items		*44%*
Semester Meeting Times & Room	*100%*	
Teaching/Learning Strategies	*100%*	
Applicable Forms Pertinent to Course	*50%*	
Reference to Student Policies in OCC Catalog	*100%*	
Policy on Use of Computing Resources	*0%*	
Description of Required Computing Skills	*0%*	
Policy on Plagiarism	*0%*	
Student Bill of Responsibilities	*0%*	

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

INT 1200	**Percent of Inclusion**	*100%*
Mandatory Items (per FMA and Federal Law)		
ADA Notification	*100%*	
Course Goals	*100%*	
Grading Standards and Practices	*100%*	
Tentative Schedule of Assignments and Tests	*100%*	
Recommended Items (per Academic Senate)		*100%*
Course Name and Number	*100%*	
Instructor, Office Location, Method of Contact	*100%*	
Office Hours	*100%*	
Available Assistance	*100%*	
Course Catalog Description with Prerequisites	*100%*	
General Education Attributes (where pertinent)	*N/A*	
Required Books and Supplies	*100%*	
List of Supportive Materials (where available)	*100%*	
Evaluation/Testing System & Policies	*100%*	
Attendance Policy	*100%*	
Safety Instructions	*N/A*	
Disclaimer Allowing for Reasonable Revisions	*100%*	
Optional Items		*63%*
Semester Meeting Times & Room	*100%*	
Teaching/Learning Strategies	*100%*	
Applicable Forms Pertinent to Course	*100%*	
Reference to Student Policies in OCC Catalog	*100%*	
Policy on Use of Computing Resources	*0%*	
Description of Required Computing Skills	*0%*	
Policy on Plagiarism	*100%*	
Student Bill of Responsibilities	*0%*	

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

INT 1300	**Percent of Inclusion**	*100%*
Mandatory Items (per FMA and Federal Law)		
ADA Notification	*100%*	
Course Goals	*100%*	
Grading Standards and Practices	*100%*	
Tentative Schedule of Assignments and Tests	*100%*	
Recommended Items (per Academic Senate)		*100%*
Course Name and Number	*100%*	
Instructor, Office Location, Method of Contact	*100%*	
Office Hours	*100%*	
Available Assistance	*100%*	
Course Catalog Description with Prerequisites	*100%*	
General Education Attributes (where pertinent)	*N/A*	
Required Books and Supplies	*100%*	
List of Supportive Materials (where available)	*100%*	
Evaluation/Testing System & Policies	*100%*	
Attendance Policy	*100%*	
Safety Instructions	*N/A*	
Disclaimer Allowing for Reasonable Revisions	*100%*	
Optional Items		*75%*
Semester Meeting Times & Room	*100%*	
Teaching/Learning Strategies	*100%*	
Applicable Forms Pertinent to Course	*100%*	
Reference to Student Policies in OCC Catalog	*100%*	
Policy on Use of Computing Resources	*100%*	
Description of Required Computing Skills	*100%*	
Policy on Plagiarism	*0%*	
Student Bill of Responsibilities	*0%*	

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

INT 2300	**Percent of Inclusion**	*100%*
Mandatory Items (per FMA and Federal Law)		
ADA Notification	*100%*	
Course Goals	*100%*	
Grading Standards and Practices	*100%*	
Tentative Schedule of Assignments and Tests	*100%*	
Recommended Items (per Academic Senate)		*100%*
Course Name and Number	*100%*	
Instructor, Office Location, Method of Contact	*100%*	
Office Hours	*100%*	
Available Assistance	*100%*	
Course Catalog Description with Prerequisites	*100%*	
General Education Attributes (where pertinent)	*N/A*	
Required Books and Supplies	*100%*	
List of Supportive Materials (where available)	*100%*	
Evaluation/Testing System & Policies	*100%*	
Attendance Policy	*100%*	
Safety Instructions	*N/A*	
Disclaimer Allowing for Reasonable Revisions	*100%*	
Optional Items		*75%*
Semester Meeting Times & Room	*100%*	
Teaching/Learning Strategies	*100%*	
Applicable Forms Pertinent to Course	*100%*	
Reference to Student Policies in OCC Catalog	*100%*	
Policy on Use of Computing Resources	*0%*	
Description of Required Computing Skills	*100%*	
Policy on Plagiarism	*0%*	
Student Bill of Responsibilities	*0%*	

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

INT 2500	**Percent of Inclusion**	*100%*
Mandatory Items (per FMA and Federal Law)		
ADA Notification	*100%*	
Course Goals	*100%*	
Grading Standards and Practices	*100%*	
Tentative Schedule of Assignments and Tests	*100%*	
Recommended Items (per Academic Senate)		*92%*
Course Name and Number	*100%*	
Instructor, Office Location, Method of Contact	*100%*	
Office Hours	*100%*	
Available Assistance	*100%*	
Course Catalog Description with Prerequisites	*0%*	
General Education Attributes (where pertinent)	*N/A*	
Required Books and Supplies	*100%*	
List of Supportive Materials (where available)	*100%*	
Evaluation/Testing System & Policies	*100%*	
Attendance Policy	*100%*	
Safety Instructions	*N/A*	
Disclaimer Allowing for Reasonable Revisions	*100%*	
Optional Items		*63%*
Semester Meeting Times & Room	*100%*	
Teaching/Learning Strategies	*100%*	
Applicable Forms Pertinent to Course	*100%*	
Reference to Student Policies in OCC Catalog	*100%*	
Policy on Use of Computing Resources	*0%*	
Description of Required Computing Skills	*0%*	
Policy on Plagiarism	*100%*	
Student Bill of Responsibilities	*0%*	

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

INT 2560	**Percent of Inclusion**	*100%*
Mandatory Items (per FMA and Federal Law)		
ADA Notification	*100%*	
Course Goals	*100%*	
Grading Standards and Practices	*100%*	
Tentative Schedule of Assignments and Tests	*100%*	
Recommended Items (per Academic Senate)		*100%*
Course Name and Number	*100%*	
Instructor, Office Location, Method of Contact	*100%*	
Office Hours	*100%*	
Available Assistance	*100%*	
Course Catalog Description with Prerequisites	*100%*	
General Education Attributes (where pertinent)	*N/A*	
Required Books and Supplies	*100%*	
List of Supportive Materials (where available)	*100%*	
Evaluation/Testing System & Policies	*100%*	
Attendance Policy	*100%*	
Safety Instructions	*N/A*	
Disclaimer Allowing for Reasonable Revisions	*100%*	
Optional Items		*63%*
Semester Meeting Times & Room	*100%*	
Teaching/Learning Strategies	*100%*	
Applicable Forms Pertinent to Course	*100%*	
Reference to Student Policies in OCC Catalog	*100%*	
Policy on Use of Computing Resources	*0%*	
Description of Required Computing Skills	*0%*	
Policy on Plagiarism	*100%*	
Student Bill of Responsibilities	*0%*	

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

INT 2571-3	**Percent of Inclusion**	*100%*
Mandatory Items (per FMA and Federal Law)		
ADA Notification	*100%*	
Course Goals	*100%*	
Grading Standards and Practices	*100%*	
Tentative Schedule of Assignments and Tests	*100%*	
Recommended Items (per Academic Senate)		*100%*
Course Name and Number	*100%*	
Instructor, Office Location, Method of Contact	*100%*	
Office Hours	*100%*	
Available Assistance	*100%*	
Course Catalog Description with Prerequisites	*100%*	
General Education Attributes (where pertinent)	*N/A*	
Required Books and Supplies	*100%*	
List of Supportive Materials (where available)	*100%*	
Evaluation/Testing System & Policies	*100%*	
Attendance Policy	*100%*	
Safety Instructions	*N/A*	
Disclaimer Allowing for Reasonable Revisions	*100%*	
Optional Items		*50%*
Semester Meeting Times & Room	*100%*	
Teaching/Learning Strategies	*100%*	
Applicable Forms Pertinent to Course	*100%*	
Reference to Student Policies in OCC Catalog	*100%*	
Policy on Use of Computing Resources	*0%*	
Description of Required Computing Skills	*0%*	
Policy on Plagiarism	*0%*	
Student Bill of Responsibilities	*0%*	

B. SYLLABUS REVIEW

Coordinator: Use a separate sheet for each course.

INT 2581-3	**Percent of Inclusion**			*100%*
Mandatory Items (per FMA and Federal Law)				
ADA Notification	*100%*			
Course Goals	*100%*			
Grading Standards and Practices	*100%*			
Tentative Schedule of Assignments and Tests	*100%*			
Recommended Items (per Academic Senate)				*100%*
Course Name and Number	*100%*			
Instructor, Office Location, Method of Contact	*100%*			
Office Hours	*100%*			
Available Assistance	*100%*			
Course Catalog Description with Prerequisites	*100%*			
General Education Attributes (where pertinent)	*N/A*			
Required Books and Supplies	*100%*			
List of Supportive Materials (where available)	*100%*			
Evaluation/Testing System & Policies	*100%*			
Attendance Policy	*100%*			
Safety Instructions	*N/A*			
Disclaimer Allowing for Reasonable Revisions	*100%*			
Optional Items				*50%*
Semester Meeting Times & Room	*100%*			
Teaching/Learning Strategies	*100%*			
Applicable Forms Pertinent to Course	*100%*			
Reference to Student Policies in OCC Catalog	*100%*			
Policy on Use of Computing Resources	*0%*			
Description of Required Computing Skills	*0%*			
Policy on Plagiarism	*0%*			
Student Bill of Responsibilities	*0%*			

CORE REVIEW
B. SYLLABUS REVIEW, CONTINUED

Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.

SYLLABUS REVIEW SUMMARY:

It appears that the INT program's syllabi are in compliance with college requirements except for:

1. ***INT1180: The syllabi for Collins did not include a calendar schedule of meeting times and assignment due dates.***
2. ***INT2500 was missing the list of prerequisites in the college catalog description.***

Both will be adjusted to contain the mandatory requirements.

The optional items section within this review showed lower percentages. Further discussion within the discipline will be undertaken to identify any critical need in this area.

C. Enrollment trends and Student Retention

- Core review
- Dashboard summary and statistics

CORE REVIEW
C. ENROLLMENT TRENDS AND STUDENT RETENTION

Coordinator: The Dashboard report on your Discipline/Program will collect the necessary data in regard to Enrollment Trends and Student Retention. Use this form to review that data in the following areas:

Enrollment (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

Headcount for the INT sections is favorable. There has been a continual increase in enrollment since the program's inception in 2000-1. To ensure that this trend continues the discipline will focus efforts on contacting Interior Design course instructors and counselors at the local high schools.

Great effort and attention has been paid to (by the discipline) to establish a "course offerings calendar". This documented calendar is found on the INT college web site, presented to the students in handout form and given to the college counselors. This posting spells out specific semesters that classes are offered. This has been a successful tool in ensuring appropriate class enrollment numbers so that there is a low cancellation rate (as shown in the college dashboard statistics).

To further meet the needs of students; morning, afternoon and evening class offerings are rotated through the semesters to provide students with various opportunities to complete the INT courses.

In evaluating the increase in INT credit hour offerings it is shown that the 2003-2004 sections were double that of the initial offerings from the 2000-2001 academic year (the program's inception).

Minority Students (Use the Dashboard data on Minority Students to discuss this area.)

The percentage of minority students within the INT program is at 24% which is slightly below the college average of 27%. No special targeted recruitment is planned for targeting this group.

Student and Course Success (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)

The student completion rate of the courses is 71% of the students passing with a "C" or better. This meets the programs assessment plan goal and is slightly higher than the college average.

The Withdraw rate is similar to that of the college average and the Incompletes are 1/3 less than the college average. From an instructor viewpoint this number seemed a bit low, especially for the introductory courses where many students find that

A. Interior Design is considerably different than what they thought

or

B. It is much more time consuming (especially for those who signed up for an INT course as an elective).

The discipline and instructors give great effort to the recognizing this by providing in-class work time and one-on-one student attention. The 25 seat head count is critical to ensuring this accommodation.

35 students have completed the program thus far.

CORE REVIEW
C. ENROLLMENT TRENDS AND STUDENT RETENTION
-continued-

ENROLLMENT TRENDS AND STUDENT RETENTION REVIEW SUMMARY:

Various course offering schedules will be a continued focus to meeting the needs of both the "working" and "non-working" students.

Increasing/ retaining student numbers will come from recruiting efforts.

A moderate growth for new jobs is expected over the next ten years, however additional attention will be paid to specialty areas of design that are receptive to students with an associates degree. One such area is Kitchen and Bath design. Expanding course offering in such an area of study would be beneficial in meeting both student and market demands while increase enrollment. Further study into such options will be a continued focus by the discipline.

Student success of a "C" or better meets benchmark goals. Continued efforts will take into account the importance of both drawing and computer labs; access and tutoring, assistance.

Interior Design
Major Highlights
March 2006

Overview

The information contained within this binder represents supporting reports and data associated with the CRC's review of the Interior Design program. These documents are intended to provide a historical perspective, as well as an idea of current and future issues which may impact the short and long term viability of the program.

Major Highlights

- Since its inception in Fall 2000 a total of 35 students have completed the Interior Design program. The program requires 62 credit hours for the Associates degree, while no Certificate or Certificate of Achievement are available.

- In its five year history credit hour enrollment in INT courses has steadily increased from 546 in academic year 2000-01 to 1,538 in 2004-05. This represents a 181% increase in enrollment since the programs creation.

- During 2003-04 a total of nineteen (19) INT sections were offered, none of which were canceled. Furthermore, average section size in INT courses totaled 23.6 students, slightly above the college-wide average of 23.3. Meanwhile, sections were filled to 91.4% of capacity during the academic year, above the college-wide level of 88%.

- The percent of minority students (24%) enrolled in INT courses is slightly below the college-wide average of 27%.

- The withdraw rate in INT courses is approximately one percentage point higher than the college-wide average of 16.5%. However, the percent of students who receive an incomplete (0.5%) is approximately one-third less than the college-wide average of 1.6%. Furthermore, 71% of all students successfully pass INT courses with a grade of "C" or higher which is above the college-wide average of 65%.

- Occupations associated with Interior Design are expected to experience moderate growth (new jobs) over the next ten years. Greater demand will come from the replacement of current workers due to retirement, death, and out migration, etc.

- In total the Interior Design program has identified five Learning Outcomes with one Benchmark for each Outcome. Since January 2004, one of the five Benchmarks have been assessed.

Source: OCC, Office of Assessment & Effectiveness

Program Dashboard
Detail Report

Prefix INT
Title Interior Design

Dashboard Score 16.14

	Program	College Wide
Average Section Size	23.6	23.3
Sections Filled to Capacity	91.4%	88.4%
Percent of Completed Sections	100.0%	89.1%
Weighted Percent Change in Headcount	7.7%	3.5%
Weighted Percent Change in Credit Hours	7.0%	3.0%
Percent of Minority Students	24.3%	27.1%
Percent of Withdrawals	17.4%	16.5%
Percent of Incompletes	0.5%	1.6%
Student Course Completion Rate	71.3%	64.8%

Average Section Size

Prefix INT

Prefix Title Interior Design

Total Students	448
Number of Sections	19
Average Section Size	23.6

Definition:

Average number of students per section. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-Tenth-Day of each term.

Methodology:

Total duplicated student headcount divided by total capacity of all sections over an academic year. Currently (2003-04 data) does not take into account the differences between "A" and "B" sections.

Sections Filled to Capacity

Prefix INT

Prefix Title Interior Design

Total Students	448
Total Capacity	490
Sections Filled To Capacity	91.4%

Definition:

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

Percent of Completed Sections

Prefix INT

Prefix Title Interior Design

Active Sections	19
Cancelled Sections	0
Total Sections	19
Percent of Completed Sections	100.0%

Definition:

Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

Methodology:

Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

Weighted Percent Change in Headcount

Prefix INT

Prefix Title Interior Design

2000-01 Headcount	183
2001-02 Headcount	257
2002-03 Headcount	371
2003-04 Headcount	448

Three Year Average Change 88

Weighted Percent Change in Headcount 7.7%

Definition:

Percent change in total student headcount based on a three year weighted average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

In order to establish a meaningful statistic which applies to large as well as small disciplines/programs a "Weighted Percent Change" figure was calculated for this measure. The following series of formulas were applied:

First, a Three Year Average Change was calculated. The difference between year 2 and year 1 was added to the difference between year 3 and year 2, as well as added to the difference between year 4 and year 3. This sum total was then divided by 3 to obtain the Three Year Average Change. (Three Year Average Change = (year 2 – year 1) + (year 3 -year 2) + (year 4 - year 3) / 3)

Next, the Three Year Average Change was multiplied by the relative size of the discipline based on the proportion of students enrolled in the discipline. This resulted in the Weighted Change statistic. (Weighted Change = Three Year Average Change X Discipline Proportion)

Next, the Three Year Average Percent Change was calculated. The Three Year Average Change (see above) was divided by the average enrollment in the discipline/program over the past three years. (Three Year Average Percent Change = Three Year Average Change / ((year 2 + year 3 + year 4) / 3))

Finally, the Weighted Percent Change was derived by multiplying the Three Year Average Percent Change times the relative proportion of the discipline. (Weighted Percent Change = Three Year Average Percent Change X Weighted Change)

Weighted Percent Change in Credit Hours

Prefix INT

Prefix Title Interior Design

2000-01 Credit Hours	549
2001-02 Credit Hours	771
2002-03 Credit Hours	1,113
2003-04 Credit Hours	1,344
Three Year Average Change	265
Weighted Percent Change in Credit Hours	7.0%

Definition:

Percent change in total student credit hours based on a three year weighted average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

In order to establish a meaningful statistic which applies to large as well as small disciplines/programs a "Weighted Percent Change" figure was calculated for this measure. The following series of formulas were applied:

First, a Three Year Average Change was calculated. The difference between year 2 and year 1 was added to the difference between year 3 and year 2, as well as added to the difference between year 4 and year 3. This sum total was then divided by 3 to obtain the Three Year Average Change. (Three Year Average Change = (year 2 – year 1) + (year 3 -year 2) + (year 4 - year 3) / 3)

Next, the Three Year Average Change was multiplied by the relative size of the discipline based on the proportion of students enrolled in the discipline. This resulted in the Weighted Change statistic. (Weighted Change = Three Year Average Change X Discipline Proportion)

Next, the Three Year Average Percent Change was calculated. The Three Year Average Change (see above) was divided by the average enrollment in the discipline/program over the past three years. (Three Year Average Percent Change = Three Year Average Change / ((year 2 + year 3 + year 4) / 3))

Finally, the Weighted Percent Change was derived by multiplying the Three Year Average Percent Change times the relative proportion of the discipline. (Weighted Percent Change = Three Year Average Percent Change X Weighted Change)

Percent of Minority Students

Prefix INT

Prefix Title Interior Design

Minority Students	66
Total Students	272
Percent of Minority Students	24.3%

Definition:

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Percentages are based on those students enrolled on the terms official census date (one tenth day) and excludes missing data.

Percent of Withdrawals

Prefix INT

Prefix Title Interior Design

Total Withdrawals	76
Total Grades	436
Percent of Withdrawals	17.4%

Definition:

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Percent of Incompletes

Prefix INT

Prefix Title Interior Design

Total Incompletes	2
Total Grades	436
Percent of Incompletes	0.5%

Definition:

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Student Course Completion Rate

Prefix INT

Prefix Title Interior Design

Successful Grades	311
Total Student Grades	436
Student Course Completion Rate	71.3%

Definition:

The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).

Oakland Community College
Program Dashboard Report
2003-04

Interior Design INT
Dashboard Score: 16.14

Measures	Current Score	Benchmarks: Trouble Score	Benchmarks: Target	Percent of Target Achieved	Weight	Weighted Score
Average Section Size	23.6	22.5	27.0	87.4%	8.3%	0.73
Sections Filled to Capacity	91.4%	75.0%	90.0%	101.6%	7.9%	0.80
Percent of Completed Sections	100.0%	75.0%	90.0%	111.1%	8.8%	0.98
Weighted Percent Change in Headcount	7.7%	0.5%	2.0%	385.0%	12.7%	4.89
Weighted Percent Change in Credit Hours	7.0%	0.5%	2.0%	350.0%	10.8%	3.78
Percent of Minority Students	24.3%	16.9%	18.8%	129.3%	6.9%	0.89
Percent of Withdrawals	17.4%	15.0%	0.0%	82.6%	16.2%	1.34
Percent of Incompletes	0.5%	3.0%	0.0%	99.5%	6.8%	0.68
Student Course Completion Rate	71.3%	60.0%	75.0%	95.1%	21.6%	2.05

Source: Office of Assessment and Effectiveness
Updated On: 2/24/2006

OAKLAND
COMMUNITY
COLLEGE

Degree Trends Report

Interior Design

INT

2004-05

Prepared by:
Oakland Community College
Office of Institutional Research
March 3, 2006

Oakland Community College
Degree Trends Report
Interior Design (INT)
1995-96 through 2004-05

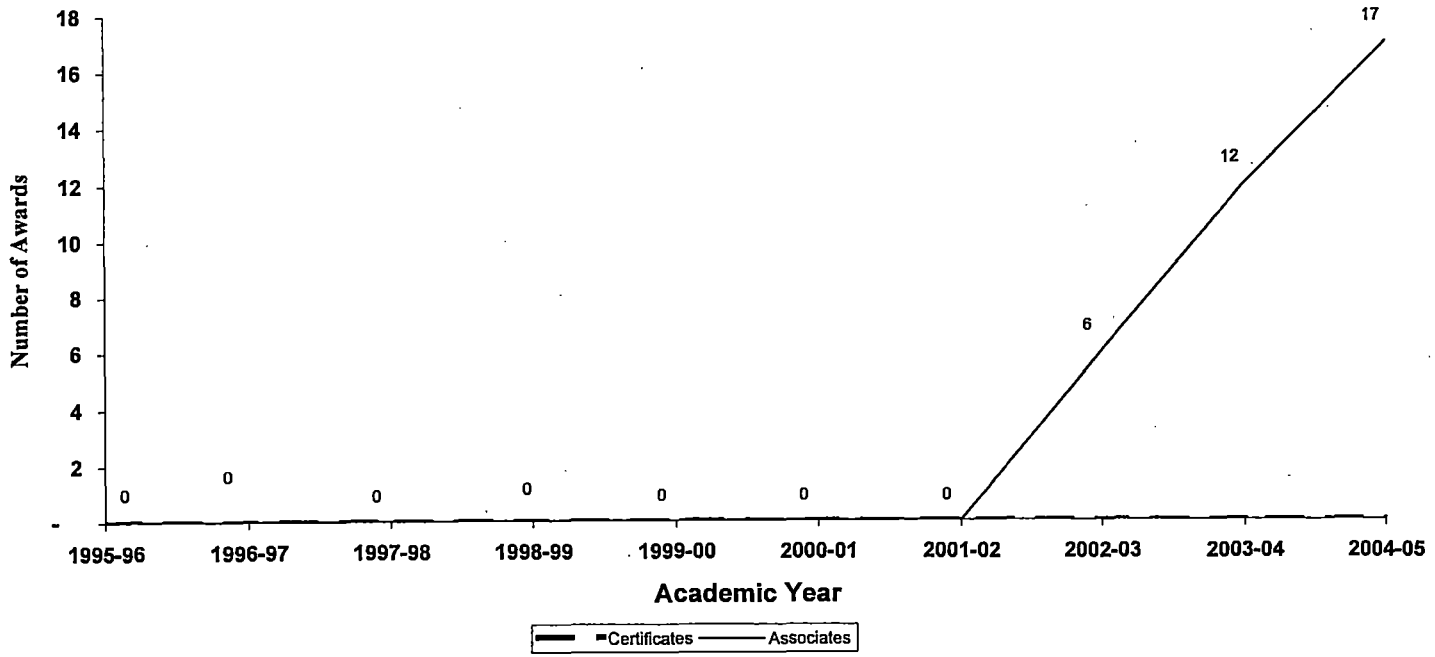
The Degree Trends Report is developed by the Office of Institutional Research based on data compiled from official college records which are submitted to the State of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees Conferred Report. The Degree Trends Report examines trends of OCC degrees, based on specific programs. The standard format offers information about certificates and associate degrees awarded. In the event that a given program offers only a certificate or an associate degree, information describing the other type of award will not be shown.

Trends over a specified period of time are illustrated by the following graphs for Interior Design (INT)

- Ten-year trend showing the annual awards conferred in Interior Design
- Rate of change in annual awards conferred in Interior Design
- The three-year Moving Mean for annual awards conferred in Interior Design
- Ten-year trend in awards conferred collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Oakland Community College
Associate Degrees and Certificates Awarded
Interior Design
1995-96 through 2004-05

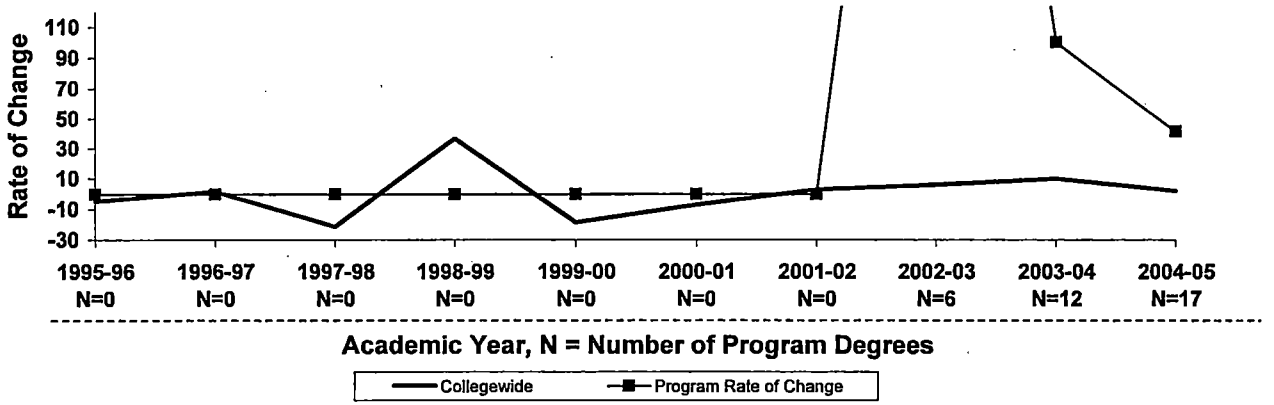


Academic Yr.	Certificates	Associates
1995-96	0	0
1996-97	0	0
1997-98	0	0
1998-99	0	0
1999-00	0	0
2000-01	0	0
2001-02	0	0
2002-03	0	6
2003-04	0	12
2004-05	0	17

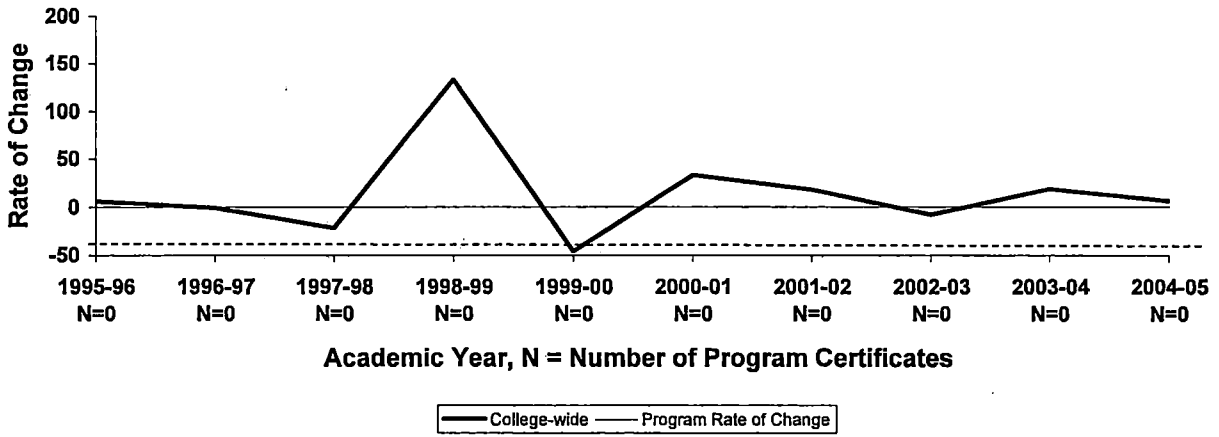
Source: OCC, Office of Institutional Research

Oakland Community College
Rate of Change in Annual Awards
College-Wide
1995-96 through 2004-05

Associate Degrees



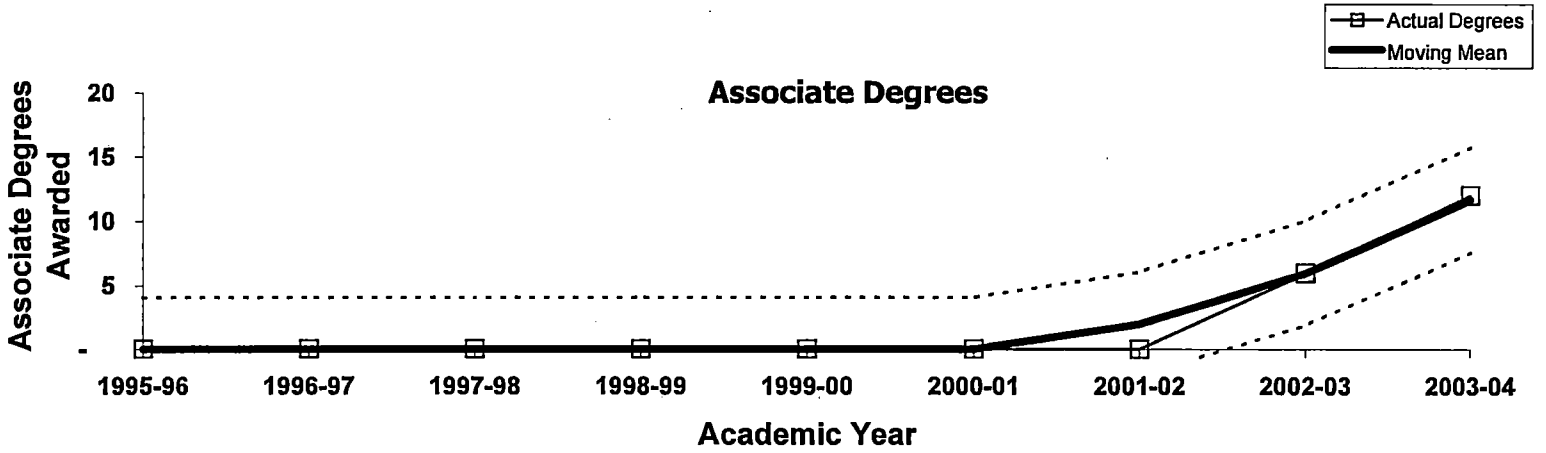
Certificates

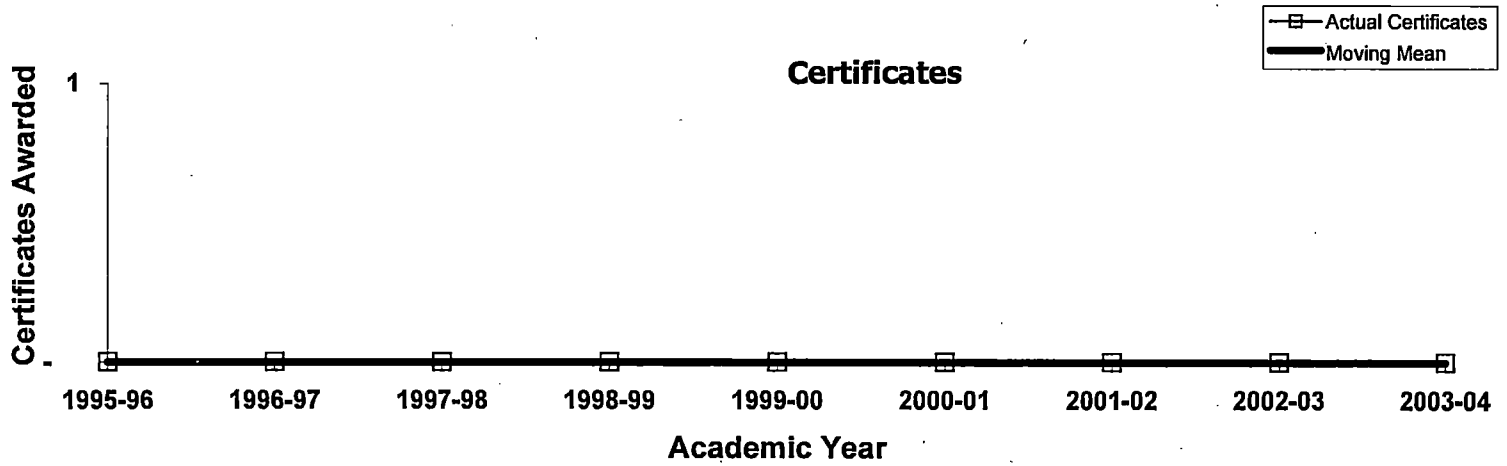


Source: OCC, Office of Institutional Research

3/3/2006

Oakland Community College
Three Year Moving Mean in Annual Awards
Interior Design
1995-96 through 2003-04

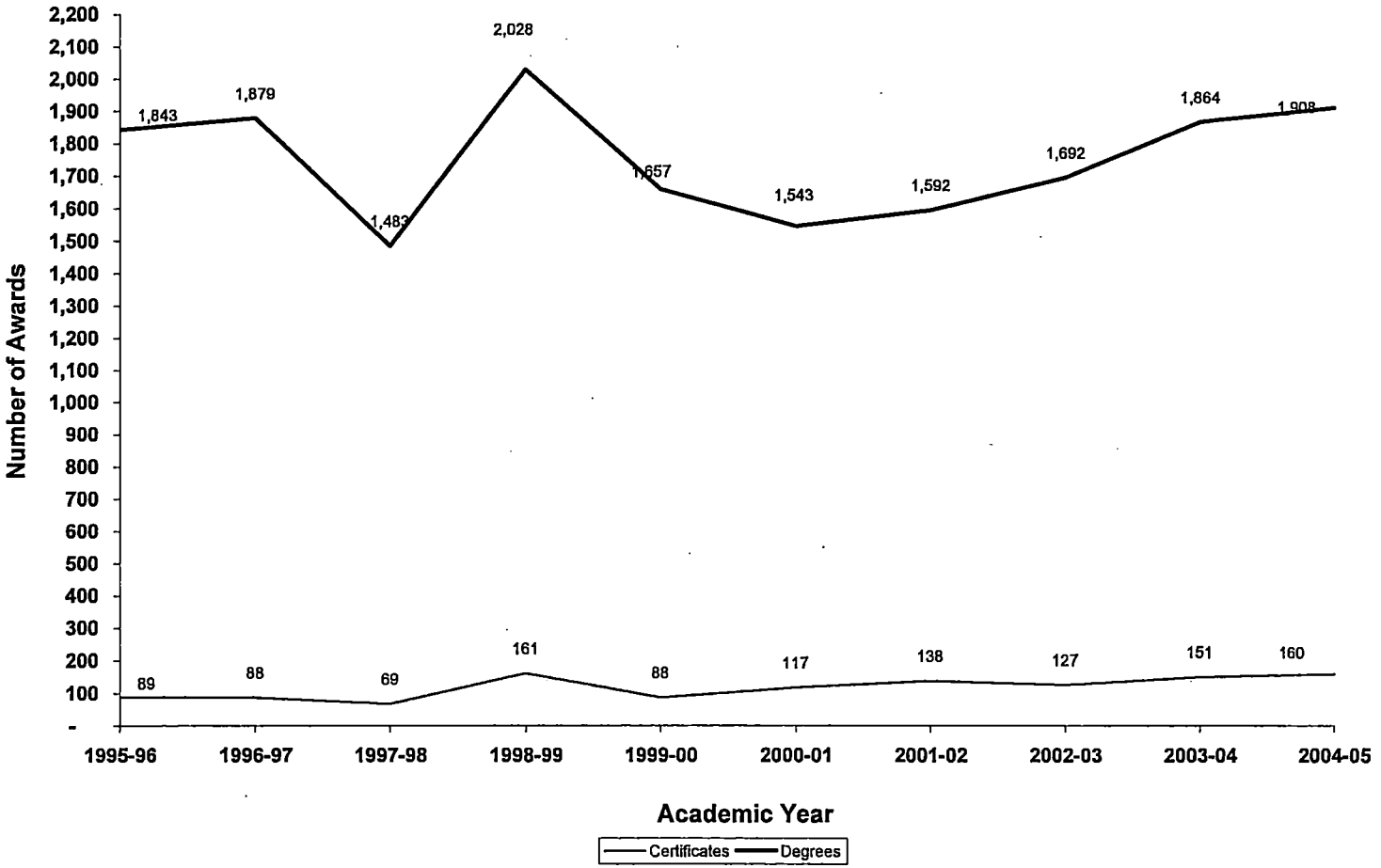




Source: OCC, Office of Institutional Research

3/3/2006

Oakland Community College
Associate Degrees and Certificates Awarded
College-Wide
1995-96 through 2004-05



Source: OCC, Office of Institutional Research

3/3/2006

OAKLAND
COMMUNITY
COLLEGE

Credit Hour Trends Report
Interior Design
INT
2004-05

Prepared by:

Oakland Community College

Office of Institutional Research

March 3, 2006

Oakland Community College
Credit Hour Trends Report
Interior Design
1994-95 through 2004-05

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

Trends over a specified period of time are illustrated by the following graphs for Interior Design.

- Graph depicting ten-year trend in student credit hours generated by Interior Design
- Graphs depicting three-year moving mean and rate of change in student credit hours for Interior Design.
- Ten-year trend in annual credit hours generated Collegewide.

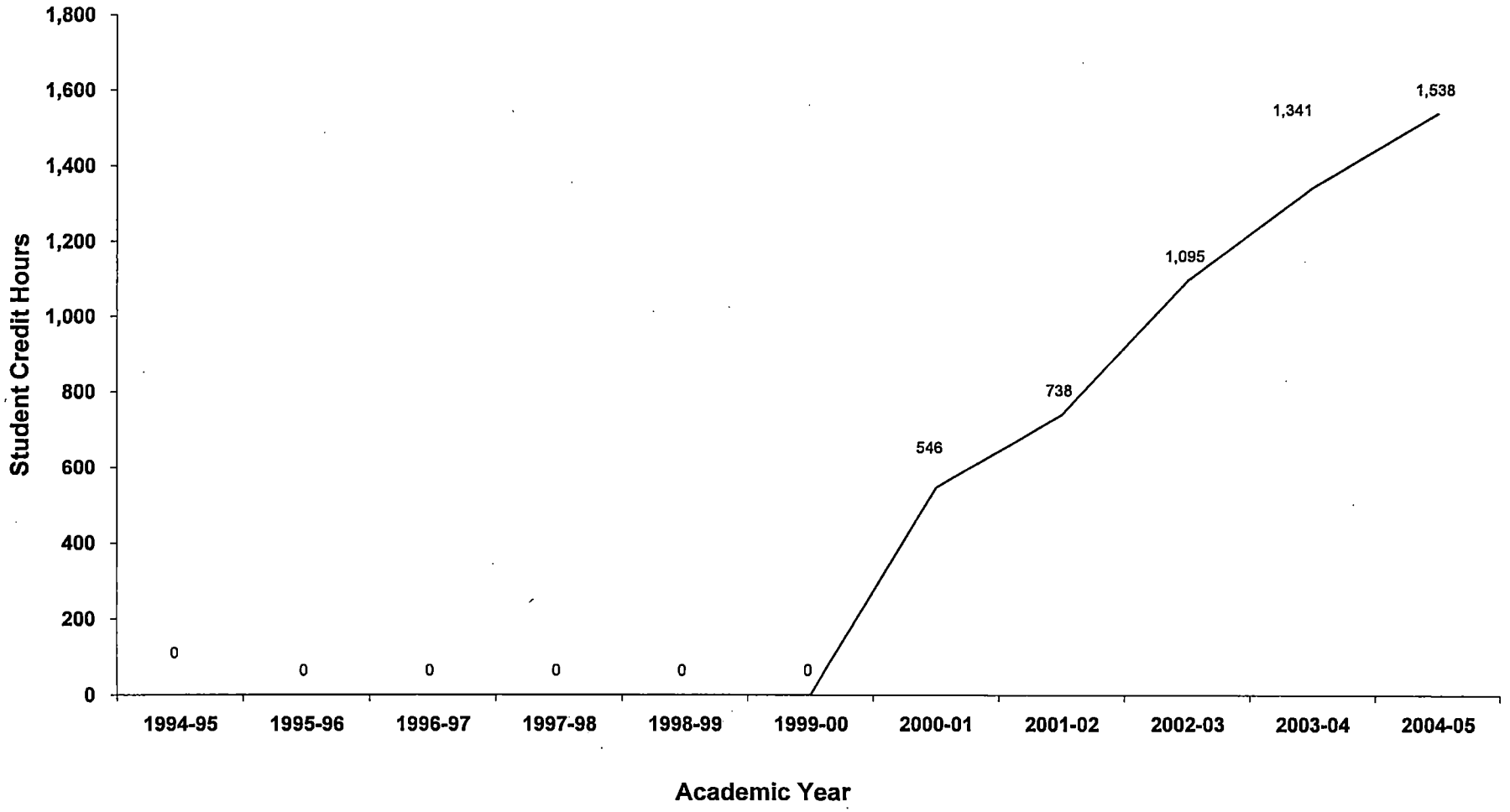
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Source: OCC, Office of Institutional Research

3/3/2006

Oakland Community College
Ten-Year Trend in Student Credit Hours
Interior Design
1994-95 through 2004-05

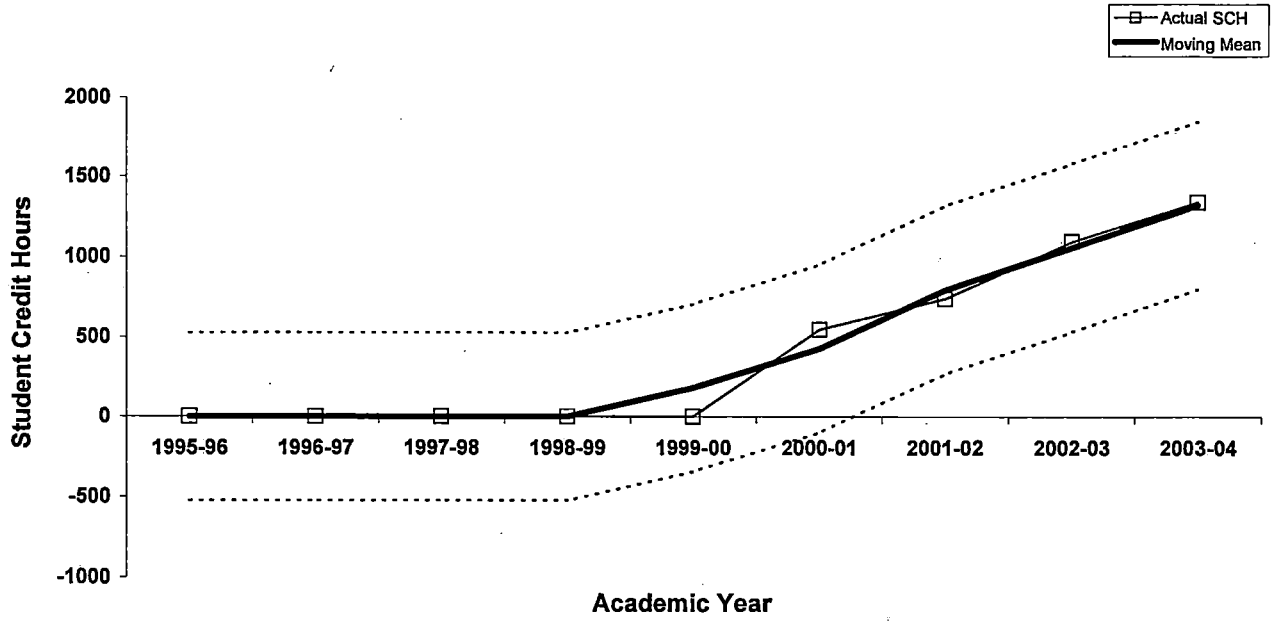
	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	5-Year % Change	10-Year % Change
Interior Design	0	0	0	0	0	0	546	738	1,095	1,341	1,538	--	--
College Wide Totals	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	7.7	0.3



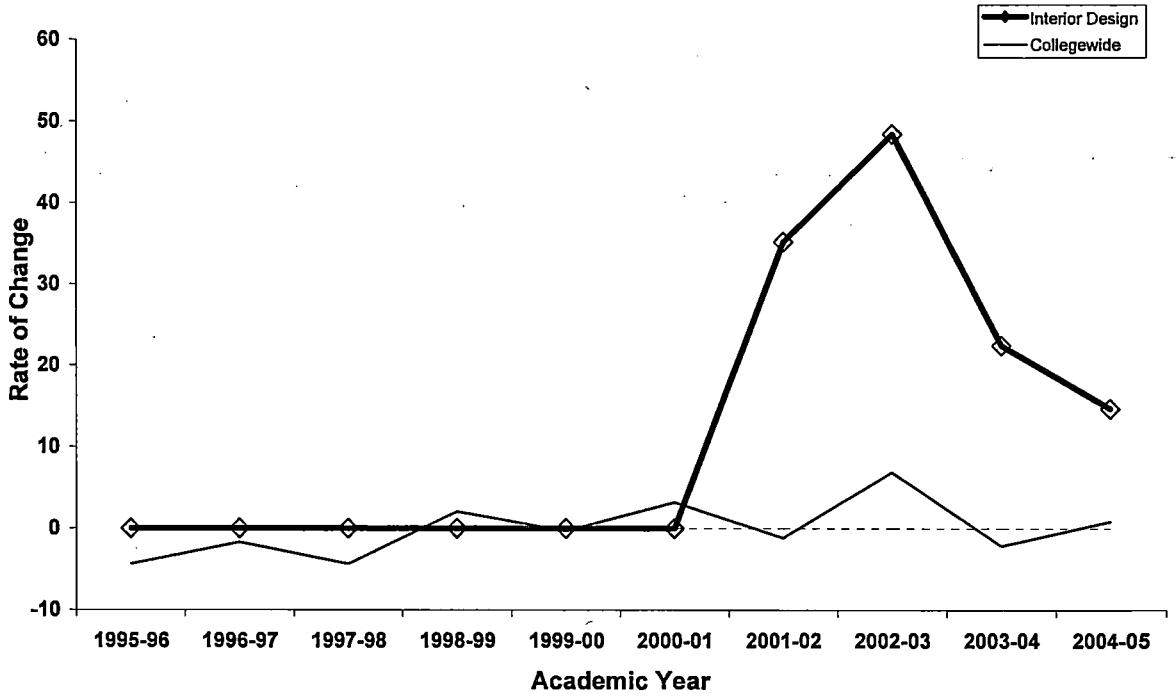
Source: OCC, Office of Institutional Research

3/3/2006

Oakland Community College
Three-Year Moving Mean
Interior Design
1995-96 through 2003-04



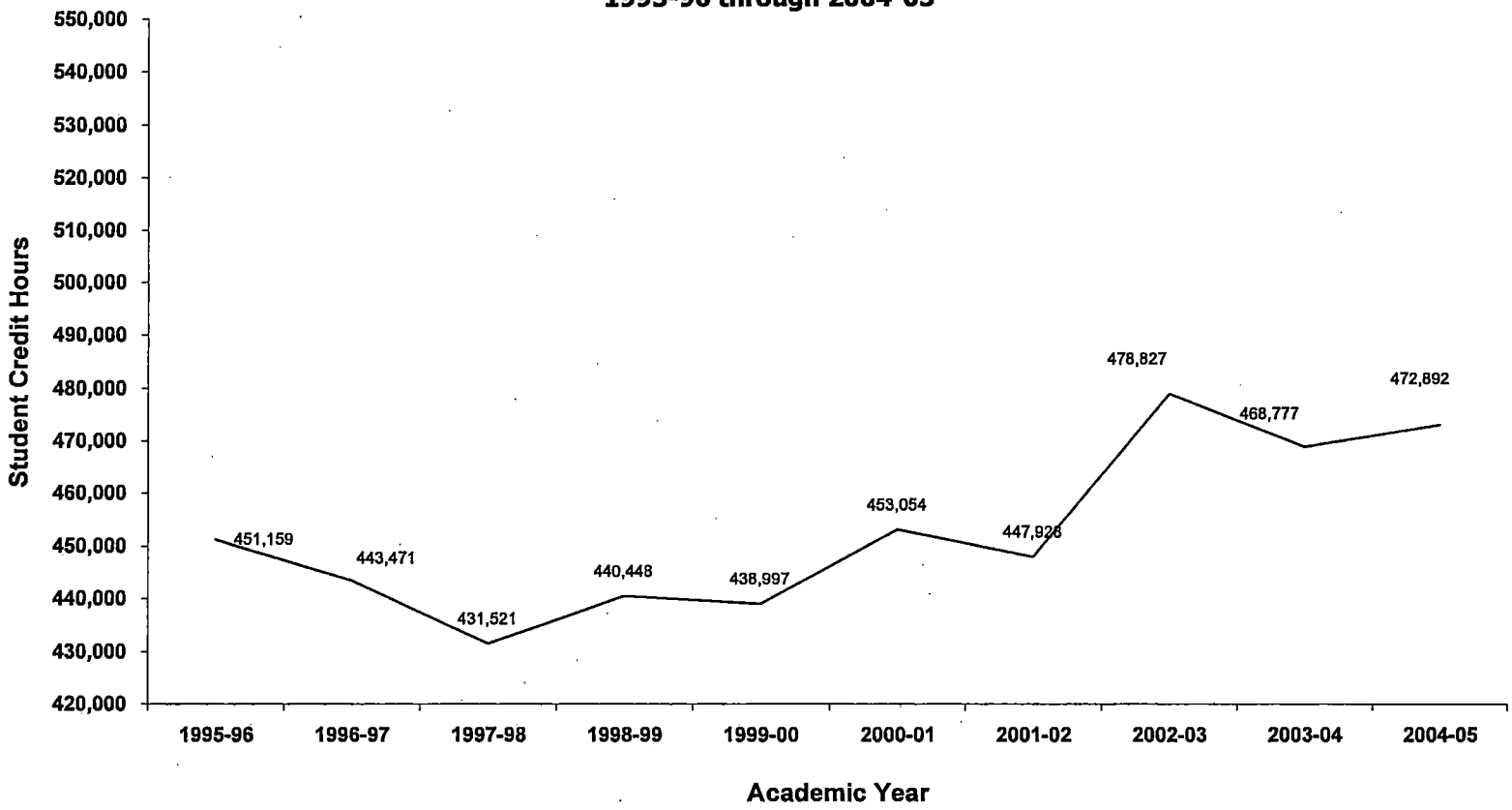
Rate of Change in Student Credit Hours 1995-96 through 2004-05



Source: OCC, Office of Institutional Research

3/3/2006

Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1995-96 through 2004-05



1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892

Source: OCC, Office of Institutional Research

3/3/2006

D. Discipline/Program Needs and Resources

- Summary

CORE REVIEW
D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

Coordinator: Please summarize the needs, resources, and curriculum actions indicated on the Data Collection forms.

What resources or services does your Discipline/Program need?

1. *Proper lighting and ventilation/heat were concerns expressed by all of the INT instructors who were teaching in the J409. Since the program is now moving to D building those problems have been solved.*

2. *Additional comments from the Autocad instructor were:*

   - *Add more student computers for lab use outside of class*
   - *more turtoring times to be offered to students taking the Autocad courses.*

3. *Drafting boards*

   Concern was expressed for their maintenance. Currently, there are portable drafting tables that have provided flexibility within a temporary facility location (j409), but have not held up (broken bars or brackets). Further options will now be reviewed since INT will have a permanent home (move for Fall '06 is scheduled to D212). INT can look at the best options for equipment (possibly drafting tables).

What curriculum revisions or development does your Discipline/Program see as beneficial to instruction?

Reviewing the number of assigned credit hours for INT1100 and INT1140 will be taken under consideration due to their assigned work load for the students.

The use of the Internship program as a requirement for graduation and industry experience was recognized by the teaching faculty as a benefit for the INT student.

Currently, no statistical information tracking system identifies INT graduates employment information. Work title or specialty profession within the industry, location of employment and any additional education in the study of Interior Design would all be helpful information to gather to a continual updating of the program's effectiveness for its' students. Further study by the discipline will check into ways to gather that data.

CORE REVIEW
D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES
-continued-

DISCIPLINE/PROGRAM NEEDS AND RESOURCES REVIEW SUMMARY:

The Interior Design program gains its' strength from its industry experienced faculty (one full time and three+ adjunct faculty). This provides students with the relationship to the outside industry they will face when they graduate. Further study will go into tracking those graduates.

Adequate classroom facilities have been an issue in ensuring an appropriate work environment (ex. Good lighting). The move to a more permanent home for the Interior Design Program will provide a more efficient work and teaching environment. More permanent solutions to equipment problems will now be able to be addressed.

Curriculum issues will continued to be looked at so that current industry needs can be reflected in the classroom and the INT courses listings along with appropriate course prerequisites and credit hour assignments.

Student labs such as the Resource center (project samples and board construction area) will be maintained (thus far a work study student has been there for a few hours a week to assist students). Work areas for drafting and computer drafting will be assessed and updated as needed.

E. Input from the Internal and External Community

- Faculty perceptions
- Student perception
- Advisory committee input

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

Coordinator: After reviewing the Data Collection forms on all the courses in the Discipline/Program, along with the collated data summary, please analyze and summarize these findings.

Faculty Perceptions of Occupational Programs and Disciplines Analysis

- Overview of support from the discipline was favorable.
- Classroom accommodations were not. Indicated poor lighting and eating/cooling isssues (move to J409 should solve this issue.
- Additional lab availability was a request.
- The need for prerequisites in the areas of basic computer knowledge, english and math were indicated areas of concern for a few different courses within the program.

Student Perception of Occupational Programs and Disciplines Analysis

- Cost
- Assistance for career counseling was mentioned by a few. It was indicated as being insufficient

Advisory Committee/Industry Perceptions of Occupational Programs/Disciplines Analysis

- Poor classroom environments due to heat and lighting issues, where indicated from the review. Again, INT is moving from J409 to D212 which should solve the problem.
- Concern was expressed by one of the members that there was a lack service to the students upon completing the program and in tracking those who had graduated.

INPUT FROM THE INTERNAL AND EXTERNAL COMMUNITY REVIEW SUMMARY

- Overall good reviews. Student, faculty and advisory committee commented in the study that student support during and after graduation are of similar importance to one while in school. Particular attention will be paid to this.
- Facility concerns expressed in the survey should be rectified by the move to D building.

F. Comparable courses/programs and trends

F. COMPARABLE COURSES/PROGRAMS AND TRENDS

Coordinator: Please use the data from the Comparable Courses/Programs and Trends Data Collection form to answer the following questions:

1. How does your program serve transferring students? Please discuss.

Students have been able to transfer various courses to the colleges with INT curriculums as both course for course equivilants and general education credits (see attached documents to clarify). Particularly strong courses (that were transferred as course for course credits) in three schools that were reviewed were: INT1140 Drafting and Sketching, INT1180 Interior Design Materials, and INT1300 Computer Aided Interior Design.

2. Are your articulation agreements current? Please discuss.

Currently, a student can receive an associates degree in an occupational program at OCC (such as INT) and receive a bachelors degree in applied technology from a specified four year college or University. EMU is currently one such agreement (whose status is in its progress, verification can be obtained from the Vice-Chancellor's office). No formal articulation agreements for Interior Design have yet been reached.

3. Discuss employment opportunities for students in both the current and future job market.

Currently student graduating from the associates program are strong candidates in such areas as Kitchen and Bath design (which requires further certification), Visual Merchandising, and showroom sales (both trade only and retail).

4. Discuss the changes that will be made in your program in response to current/future employer expectations and market trends.

Creating certification programs in specialty areas of design areas (mentioned in number three) would be worth considering.

COMPARABLE COURSES/PROGRAMS AND TRANSFER REVIEW SUMMARY:

Further work on formal articulation agreements needs to be finalized by the discipline. Reviewing course content and comparing it to that of the bachelors' programs will be critical to identifying those possibilities.

Tracking graduates will help to identify the areas in which they are working. This identification can help to understand the relevancy and urgency of the creation/existence of INT certification programs.

Institutions in which INT courses transfer

EMU Online Services
my.emich Account Activation
Online Directory
Online Admissions
Online Course Schedule
Transfer Equivalency
Job Classifications
Parking Hang Tags
Section Enrollment Reports

EMU Homepage

Print This Page

EMU TRANSFER EQUIVALENCIES FOR OAKLAND CMTY COLLEGE

Quick Links:
- Choose a school
- Transfer
- Other Us

Updated: May 08, 2006

Instructions: **Click here for instructions detailing how to interpret reports.**

*** See Group Equivalencies at the bottom of this listing if there is a group code in the GROUP column.**

Trans Subj	Trans Num	Trans Title	Trans Eff Term	Group	EMU Subj	EMU Num	EMU Title
Subject Code Listing: INT							
INT	1100	Intro to Interior Design	Fall 2001		IDE	000	General Transfer Credit
INT	1140	Sketching & Drafting Interiors	Fall 2001		IDE	110	Interior Design Studio I
INT	1180	Interior Design Materials	Fall 2001		IDE	121	Int Design Materl & Components
INT	1200	Lighting & Color for Interiors	Fall 2001		IDE	000	General Transfer Credit
INT	1300	Computer Aided Interior Dsn I	Winter 2003	05 *	IDE	213	Computers for Interior Dsgn I
INT	1300	Computer Aided Interior Dsn I	Fall 2001		IDE	000	General Transfer Credit
INT	2300	Computer Aided Interior Dsn II	Winter 2003	05 *			
INT	2300	Computer Aided Interior Dsn II	Fall 2001		IDE	000	General Transfer Credit
INT	2500	Prof Practices & Presentations	Fall 2001		IDE	422	Prof Pract in Interior Design

INT	2560	Interior Design Studio	Fall 2001	IDE	000	General Transfer Credit
INT	2571	Design Internship I	Fall 2004	AACR	GEN	General Credit
INT	2572	Design Internship I	Fall 2004	AACR	GEN	General Credit
INT	2573	Design Internship I	Fall 2004	AACR	GEN	General Credit
INT	2581	Design Internship II	Fall 2004	AACR	GEN	General Credit
INT	2582	Design Internship II	Fall 2004	AACR	GEN	General Credit
INT	2583	Design Internship II	Fall 2004	AACR	GEN	General Credit

Grouped Equivalencies

Note: A "Grouped Equivalency" is a situation where a single course at one school is equivalent to multiple courses at another. In this context, a course from a transfer school might be equivalent to two EMU courses, or vice versa.

Trans Subj	Trans Numb	Trans Title	Trans Eff Term	Group Code	EMU Subj	EMU Num	EMU Title
INT	1300	Computer Aided Interior Dsn I	200320	05 *	IDE	213	Computers for Interior Dsgn I
INT	2300	Computer Aided Interior Dsn II	200320	05 *			

Quick Links:

- Choose another school
- Transfer Services
- Other Useful Links

Transfer Credit Equivalencies

SCHOOL SEARCH

List courses starting with: int Search

Search by WSU Course Equivalent

Equivalent Courses from Oakland Community College

Download Full List

Oakland Community College Course	Course Name	Wayne State University Course Equivalent	Eff.Term
INT110	INTRO TO INTERIOR DESIGN.	AIA1XXX	
INT1100	INTRO TO INTERIOR DESIGN.	AIA1XXX	
INT114	SKTCHNG&DRAFTNG-INTERIOR.	AIA1XXX	
INT1140	SKTCHNG&DRAFTNG-INTERIOR.	AIA1XXX	
INT118	INTERIOR DESGN MATERIALS.	AIA5610	
INT1180	INTERIOR DESGN MATERIALS.	AIA5610	
INT120	LIGHTNG&COLOR FOR INTR.	AIA5630	
INT1200	LIGHTNG&COLOR FOR INTR.	AIA5630	
INT130	COMP AIDED INT DESIGN I.	AIA2600	
INT1300	COMP AIDED INT DESIGN I.	AIA2600	
INT230	COMP AIDED INT DESIGNII.	AIA2XXX	
INT2300	COMP AIDED INT DESIGNII.	AIA2XXX	
INT250	PROF PRACT&PRESENTIONS.	AIA6650	
INT2500	PROF PRACT&PRESENTIONS.	AIA6650	
INT256	INTERIOR DESIGN STUDIO.	AIA2610	
INT2560	INTERIOR DESIGN STUDIO.	AIA2610	

Copyright and Privacy Policy

Wayne State University

OAKLAND COMMUNITY COLLEGE				CMU Equivalents				
Course Dept.	Course Number	Credit Hours	Course Title	CMU Course Dept.	CMU Credit Hours	CMU U.P.	CMU Comp	CMU Notes
INT	1100	3.00	INTRO TO INTERIOR DESIGN	HEV CRED	3.00			
INT	1140	3.00	SKETCHING/DRAFTNG FOR INTERIOR	HEV 139	3.00			
INT	1180	3.00	INTERIOR DESIGN MATERIALS	HEV 336	3.00			
INT	1200	3.00	LIGHTING & COLOR INTERIORS	HEV CRED	3.00			
INT	1300	3.00	COMPUTER AIDED INTERIOR DES I	HEV CRED	3.00			
INT	2300	3.00	COMPUTER AIDED INTER DESGN II	HEV CRED	3.00			
INT	2500	3.00	PROF PRACTICES & PRESENTATNS	HEV CRED	3.00			
INT	2560	3.00	INTERIOR DESIGN STUDIO	HEV CRED	3.00			
INT	2571	1.00	DESIGN INTERNSHIP I	NO CRED	0.00			
INT	2572	1.00	DESIGN INTERNSHIP I	NO CRED	0.00			
INT	2573	1.00	DESIGN INTERNSHIP I	NO CRED	0.00			
INT	2581	1.00	DESGIN INTERNSHIP II	NO CRED	0.00			
INT	2582	3.00	DESIGN INTERNSHIP II	NO CRED	0.00			DISCONTINUED
INT	2583	3.00	DESIGN INTERNSHIP II	NO CRED	0.00			DISCONTINUED

This information was last updated: 3/23/2006 5:09:39 AM

Articulation agreements

Eastern Michigan University

Status of Articulation Agreements with Oakland Community College

Existing Agreements	Status	Notes
BBA-Approved Business Major	Current	
Clinical Laboratory Sciences	Under Review	Draft 1 completed
Construction Management	Current	
Legal Assistant-Paralegal Studies	Current	
Polymers and Coatings Technology	Under Review	Draft 1 completed
Social Work	Under Review	Working on Draft 2

New Agreements	Status	Notes
Applied Technology	In Progress	Draft 1 sent to Phil Rufe; Needed by OCC student
BBA-International Business	In Progress	Meeting with OCC held on 2/25/05; On hold until programs completed
Elementary Education	Requested	Requested by OCC
Exercise Science	Requested	Requested by EMU department
Hotel & Restaurant Management	In Progress	Draft 9 sent to Susan Gregory, Susan Baier and Mary Ann McGee; waiting for response from Susan G. Need to remove minor.
Information Assurance	Requested	Dept working on grant; Letters of support from HFCC/OCC
Nursing Completion	In Progress	Revised draft sent to K. Hilligas, B. Scheffer
Public Safety Administration	Requested	Requested by Ray Rosenfeld
Technology Management	In Progress	Ready to sign; Waiting for approval of Philip Hale:

Labor Market Trends

Occupational Projections
(2004 – 2014)

The following projections are for those occupations most closely associated with this program. However, the extent to which specific OCC programs lead to jobs reflected within SOC codes is highly dependent upon the way in which the U.S. Department of Labor groups specific occupations.

When possible, projections are presented at four distinct levels based on U.S. Department of Labor Standard Occupational Code (SOC) groups e.g. Major (N = 23), Minor (N = 89), Broad (N = 396), and Detailed (N = 710).

Projections are highly subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

Source for this information was obtained from CCbenefits Inc. Community College Strategic Planner (CCSP).

Data presented in the following tables include:

- Base Year: Current number of jobs in 2004.
- Five Year: Number of projected jobs in 2009.
- Ten Year: Number of projected jobs in 2014.
- New Jobs: Projected number of new jobs between 2004 and 2014.
- Replacement Jobs: Projected number of replacement jobs between 2004 and 2014.
- % New Jobs: Percent of projected new jobs in 2014 using 2004 as the base year.
- % Replacement Jobs: Percent of projected replacement jobs in 2014 using 2004 as the base year.
- % New and Replacement Jobs: Percent of projected new and replacement jobs in 2014 using 2004 as the base year.
- Earnings: Average annual earnings within the SOC code in 2004.

Note: Percent change figures must be interpreted carefully since they are based on actual number of jobs. In some cases the actual number of jobs may be quite low, thereby giving a misleading picture if only the percentage was considered.

Interior Design Related Occupations (2004 - 2014)

SOC Detail Group

SOC Code	Name	Base Year	Five Year	Ten Year	New Jobs	Rplmnt Jobs	% New Jobs	% Rplmnt	% New & Rplmnt	Earnings
27-1025	Interior designers	1,773	1,836	1,927	155	231	8.7%	13.0%	21.8%	$56,181
Totals:		1,773	1,836	1,927	155	231				

Source: OCC, Office of Assessment & Effectivenes (CCSP)

G. Outcomes assessment

G. OUTCOMES ASSESSMENT

Coordinator: Complete this form after reviewing your most recent Program Assessment Plan.

1. How have you used the findings from your Program Assessment to improve your program?

The review clarified the need to be specific in identifying the tangible assessment methods used to determine how a student would be successful in reaching a particular benchmark. such as a class/ project rubric which were being used in the courses but not identified in the report)..

It has also reinforced the need for supportive courses to the INT program (example: Speech). The supportive courses currently listed clearly help the students to successfully meet the established benchmarks (also see next question).

2. What revisions to your Program Assessment Plan would you suggest?

Continual evaluation of supportive courses for the Interior Design Program. Examining existing and potential supportive courses as to their relevancy and appropriate designations (ex. As possible prerequisites to INT courses)

3. Discuss the SAGE findings that apply to the instruction in your Program.
   Obtain these findings from the Office of Assessment and Effectiveness.

Overall the INT courses listed within the objectives were favorable.
One area of specific discussion however, was the Internship program (courses: INT2571-3 and INT2581-3).
The committees review found that they could not identify the tangible method of assessing a student's job performance. Clarification was made as to the forms that were used (created by the OCC internship office).
Although the forms were appropriate, the discipline was not using the evaluation from the employer as part of the students grade. The discipline will now work to add in this missing component. This will keep the student accountable for their work performance. Changes will be made in the course syllabus to reflect this.

OUTCOMES ASSESSMENT REVIEW SUMMARY:

Coordinator: Obtain the most recent copy of your Program Assessment from the Office of Assessment and Effectiveness. Please attach it to your Summary Report.

See attached update version that was reformulated from the input from the SAGE committee.

Program Outcome Assessment Plan

Program: Interior Design / Fine and Performing Arts

Faculty: Michelle Pergeau **Dean:** Dr. James J. Berry

Program Statement of Purpose: Flows from the College's Mission statement. Should include appropriate excerpts from the programs catalog description.

The purpose of this program is to prepare students for a career in Interior Design, design related fields, or to continue studies in a baccalaureate Interior Design program. The program's goal is to train its' graduates to be qualified entry level designers who can be effective problem solvers.

Learning Outcome: Flows from Statement of Purpose. Reflects specific knowledge, skills and abilities a student will achieve when they complete the program.

Completion of class projects (presentation boards and/or drawings) in which students will create a design solution from conceptualization and through to a proposal that considers, and includes all needed information for implementation.

Benchmark 1: Expected level of knowledge, skill or ability stated in quantifiable terms. Avoid vague terminology.

Students will be able to identify and define interior design terminology and concepts.

Assessment Method 1: Exactly how will this data be collected, course project, rubric, graduate survey, etc.
Data will be collected by reviewing course tests and class projects from INT1100 based on the course rubric.

Data Provider 1: ☒ Faculty ☐ Other _____

Assessment Date 1: Estimated date when this data will be collected (mm/yy):
Winter 2004 and Summer 2004

Results 1: Compare findings to Benchmark and summarize that information.
Student achievement of this goal will be demonstrated by 70 % of students successfully completing INT1100, with the grade of a "C" or better utilizing the INT course rubric for class assignments and terminology use during class presentations.

Results Date 1: Estimated date when data will be analyzed and results available (mm/yy):
Fall 2004

Benchmark 2: Expected level of knowledge, skill or ability stated in quantifiable terms. Avoid vague terminology.
Students will demonstrate finely executed drafting and rendering techniques in generating design proposals that transform conceptual thoughts into creative and effective proposals.

Assessment Method 2: Exactly how will this data be collected, course project, rubric, graduate survey, etc.
Data will be collected by reviewing course tests and class projects from INT1140 and INT 1200using the project skill sets/rubric.

Data Provider 2: ☒ Faculty ☐ Other _____

Assessment Date 2: Estimated date when this data will be collected (mm/yy):
Winter 2004 & Winter 2005

Results 2: Compare findings to Benchmark and summarize that information.
Student achievement of this goal will be demonstrated by 70 % of students successfully completing INT1140 (Drafting and Sketching) and INT1200 (Lighting and Color) with the grade of a "C" or better on the various assigned projects focused on drafting and rendering using INT rubrics.

Results Date 2: Estimated date when data will be analyzed and results available (mm/yy):
End of Winter term 2005

Benchmark 3: Expected level of knowledge, skill or ability stated in quantifiable terms. Avoid vague terminology.
Students entering the workforce will be able to use interpersonal skills to effectively work with clients and coworkers.

Assessment Method 3: Exactly how will this data be collected, course project, rubric, graduate survey, etc.
Data will be collected by reviewing employer's job on the interns using the provided evaluation forms, written papers from students that summarize their work experiences in the Internship courses of INT 2571-3 and/or INT2581-3.

Data Provider 3: ☒ Faculty ☐ Other _____

Assessment Date 3: Estimated date when this data will be collected (mm/yy):
Fall 2004 & Winter 2005

Results 3: Compare findings to Benchmark and summarize that information.
Student achievement of these elective courses will be demonstrated by 70 % of students successfully completing INT 2571-3 and/or INT2581-3 with the grade of a "C" or better which is based upon the employer evaluation and midterm conference.

Results Date 3: Estimated date when data will be analyzed and results available (mm/yy):
End of Winter term 2005

Program Outcome Assessment Plan

Program, continued: Interior Design / Fine and Performing Arts

Benchmark 4: Expected level of knowledge, skill or ability stated in quantifiable terms. Avoid vague terminology.

Students will possess the ability to critique, interpret, and analyze concepts in design proposals according to their ability to meet specific client and spatial requirements for residential and commercial spaces.

Assessment Method 4: Exactly how will this data be collected, course project, rubric, graduate survey, etc.

Data will be collected from INT 2500 and INT2560's various assigned projects INT rubrics.

Data Provider 4: ☒ Faculty ☐ Other _____

Assessment Date 4: Estimated date when this data will be collected (mm/yy):

Winter 2004 & Winter 2005

Results 4: Compare findings to Benchmark and summarize that information.

Student achievement of this goal will be demonstrated by 70 % of students successfully completing INT2500 and INT2560 with the grade of a "C" or better on the capstone project using the course rubric.

Results Date 4: Estimated date when data will be analyzed and results available (mm/yy):

End of Winter term 2005

Action Plan: If Benchmark is not met, specific changes to course/program curriculum, teaching strategies, etc.

Review of course syllabi and text, course and program content, and instructor effectiveness.

Action Plan Date: Estimated date when Action Plan will be ready for implementation (mm/yy):

Action plans will be developed after information has been collected ranging from Fall 2004 to Fall 2006.

When do you expect the implementation of the Action Plan to start(mm/yy)?

Changes to the course content, where needed, will begin to take place in the term following the semester in which the information was collected.

When do you expect the implementation of the Action Plan to be completed (mm/yy)?

Courses in which action plans were implemented will be evaluated at the end of the "implementation" semester to determine the effectiveness of the action plan. As the assessment process is launched there will be a need to review the completion time tables that have been set.

Major Highlights

Program Dashboard Report 2003-04

Degree and Credit Hour Trends 2004-05

Occupational Projections (2004 – 2014)

Program Assessment Plan (most current)

Summary of Program Assessment Results

Follow Up

Recommendations

Interior Design
Major Highlights
March 2006

Overview

The information contained within this binder represents supporting reports and data associated with the CRC's review of the Interior Design program. These documents are intended to provide a historical perspective, as well as an idea of current and future issues which may impact the short and long term viability of the program.

Major Highlights

- Since its inception in Fall 2000 a total of 35 students have completed the Interior Design program. The program requires 62 credit hours for the Associates degree, while no Certificate or Certificate of Achievement are available.

- In its five year history credit hour enrollment in INT courses has steadily increased from 546 in academic year 2000-01 to 1,538 in 2004-05. This represents a 181% increase in enrollment since the programs creation.

- During 2003-04 a total of nineteen (19) INT sections were offered, none of which were canceled. Furthermore, average section size in INT courses totaled 23.6 students, slightly above the college-wide average of 23.3. Meanwhile, sections were filled to 91.4% of capacity during the academic year, above the college-wide level of 88%.

- The percent of minority students (24%) enrolled in INT courses is slightly below the college-wide average of 27%.

- The withdraw rate in INT courses is approximately one percentage point higher than the college-wide average of 16.5%. However, the percent of students who receive an incomplete (0.5%) is approximately one-third less than the college-wide average of 1.6%. Furthermore, 71% of all students successfully pass INT courses with a grade of "C" or higher which is above the college-wide average of 65%.

- Occupations associated with Interior Design are expected to experience moderate growth (new jobs) over the next ten years. Greater demand will come from the replacement of current workers due to retirement, death, and out migration, etc.

- In total the Interior Design program has identified five Learning Outcomes with one Benchmark for each Outcome. Since January 2004, one of the five Benchmarks have been assessed.

Source: OCC, Office of Assessment & Effectiveness

Oakland Community College
Program Dashboard 2003-04
Prototype

This document represents the first Program Dashboard Report for Oakland Community College. As such it should be viewed as a prototype upon which further enhancements and refinements will be made.

The purpose of the program dashboard is to provide a data driven tool designed for the systematic and objective review of all curriculum offerings. Based on a common set of measures which apply to all programs/disciplines the program dashboard will facilitate the systematic identification of well performing as well as ailing curriculum so early intervention (triage) efforts can be undertaken. In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually.

Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term programmatic decision-making needs. As in an airplane, the dashboard consists of a wide variety of indicator lights to provide the "pilot" information about the overall performance of the highly complex machine.

As a prototype it is recognized that there are limitations with the current report. Through its introduction and application these limitations will be addressed and adequately resolved in future productions of the program dashboard.

Program Dashboard
Detail Report

Prefix INT
Title Interior Design

Dashboard Score 16.14

	Program	College Wide
Average Section Size	23.6	23.3
Sections Filled to Capacity	91.4%	88.4%
Percent of Completed Sections	100.0%	89.1%
Weighted Percent Change in Headcount	7.7%	3.5%
Weighted Percent Change in Credit Hours	7.0%	3.0%
Percent of Minority Students	24.3%	27.1%
Percent of Withdrawals	17.4%	16.5%
Percent of Incompletes	0.5%	1.6%
Student Course Completion Rate	71.3%	64.8%

Average Section Size

Prefix INT

Prefix Title Interior Design

Total Students	448
Number of Sections	19
Average Section Size	23.6

Definition:

Average number of students per section. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-Tenth-Day of each term.

Methodology:

Total duplicated student headcount divided by total capacity of all sections over an academic year. Currently (2003-04 data) does not take into account the differences between "A" and "B" sections.

Sections Filled to Capacity

Prefix INT

Prefix Title Interior Design

Total Students	448
Total Capacity	490
Sections Filled To Capacity	91.4%

Definition:

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

Percent of Completed Sections

Prefix INT

Prefix Title Interior Design

Active Sections	19
Cancelled Sections	0
Total Sections	19
Percent of Completed Sections	100.0%

Definition:

Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

Methodology:

Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

Weighted Percent Change in Headcount

Prefix INT

Prefix Title Interior Design

2000-01 Headcount	183
2001-02 Headcount	257
2002-03 Headcount	371
2003-04 Headcount	448

Three Year Average Change 88

Weighted Percent Change in Headcount 7.7%

Definition:

Percent change in total student headcount based on a three year weighted average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

In order to establish a meaningful statistic which applies to large as well as small disciplines/programs a "Weighted Percent Change" figure was calculated for this measure. The following series of formulas were applied:

First, a Three Year Average Change was calculated. The difference between year 2 and year 1 was added to the difference between year 3 and year 2, as well as added to the difference between year 4 and year 3. This sum total was then divided by 3 to obtain the Three Year Average Change. (Three Year Average Change = (year 2 – year 1) + (year 3 -year 2) + (year 4 - year 3) / 3)

Next, the Three Year Average Change was multiplied by the relative size of the discipline based on the proportion of students enrolled in the discipline. This resulted in the Weighted Change statistic. (Weighted Change = Three Year Average Change X Discipline Proportion)

Next, the Three Year Average Percent Change was calculated. The Three Year Average Change (see above) was divided by the average enrollment in the discipline/program over the past three years. (Three Year Average Percent Change = Three Year Average Change / ((year 2 + year 3 + year 4) / 3))

Finally, the Weighted Percent Change was derived by multiplying the Three Year Average Percent Change times the relative proportion of the discipline. (Weighted Percent Change = Three Year Average Percent Change X Weighted Change)

Weighted Percent Change in Credit Hours

Prefix INT

Prefix Title Interior Design

2000-01 Credit Hours	549
2001-02 Credit Hours	771
2002-03 Credit Hours	1,113
2003-04 Credit Hours	1,344

Three Year Average Change 265

Weighted Percent Change in Credit Hours 7.0%

Definition:

Percent change in total student credit hours based on a three year weighted average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

In order to establish a meaningful statistic which applies to large as well as small disciplines/programs a "Weighted Percent Change" figure was calculated for this measure. The following series of formulas were applied:

First, a Three Year Average Change was calculated. The difference between year 2 and year 1 was added to the difference between year 3 and year 2, as well as added to the difference between year 4 and year 3. This sum total was then divided by 3 to obtain the Three Year Average Change. (Three Year Average Change = (year 2 – year 1) + (year 3 -year 2) + (year 4 - year 3) / 3)

Next, the Three Year Average Change was multiplied by the relative size of the discipline based on the proportion of students enrolled in the discipline. This resulted in the Weighted Change statistic. (Weighted Change = Three Year Average Change X Discipline Proportion)

Next, the Three Year Average Percent Change was calculated. The Three Year Average Change (see above) was divided by the average enrollment in the discipline/program over the past three years. (Three Year Average Percent Change = Three Year Average Change / ((year 2 + year 3 + year 4) / 3))

Finally, the Weighted Percent Change was derived by multiplying the Three Year Average Percent Change times the relative proportion of the discipline. (Weighted Percent Change = Three Year Average Percent Change X Weighted Change)

Percent of Minority Students

Prefix INT

Prefix Title Interior Design

Minority Students	66
Total Students	272
Percent of Minority Students	24.3%

Definition:

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

Methodology:

Percentages are based on those students enrolled on the terms official census date (one tenth day) and excludes missing data.

Percent of Withdrawals

Prefix INT

Prefix Title Interior Design

Total Withdrawals 76

Total Grades 436

Percent of Withdrawals 17.4%

Definition:

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Percent of Incompletes

Prefix INT

Prefix Title Interior Design

Total Incompletes	2
Total Grades	436
Percent of Incompletes	0.5%

Definition:

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

Student Course Completion Rate

Prefix INT

Prefix Title Interior Design

Successful Grades	311
Total Student Grades	436
Student Course Completion Rate	71.3%

Definition:

The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

Methodology:

Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).

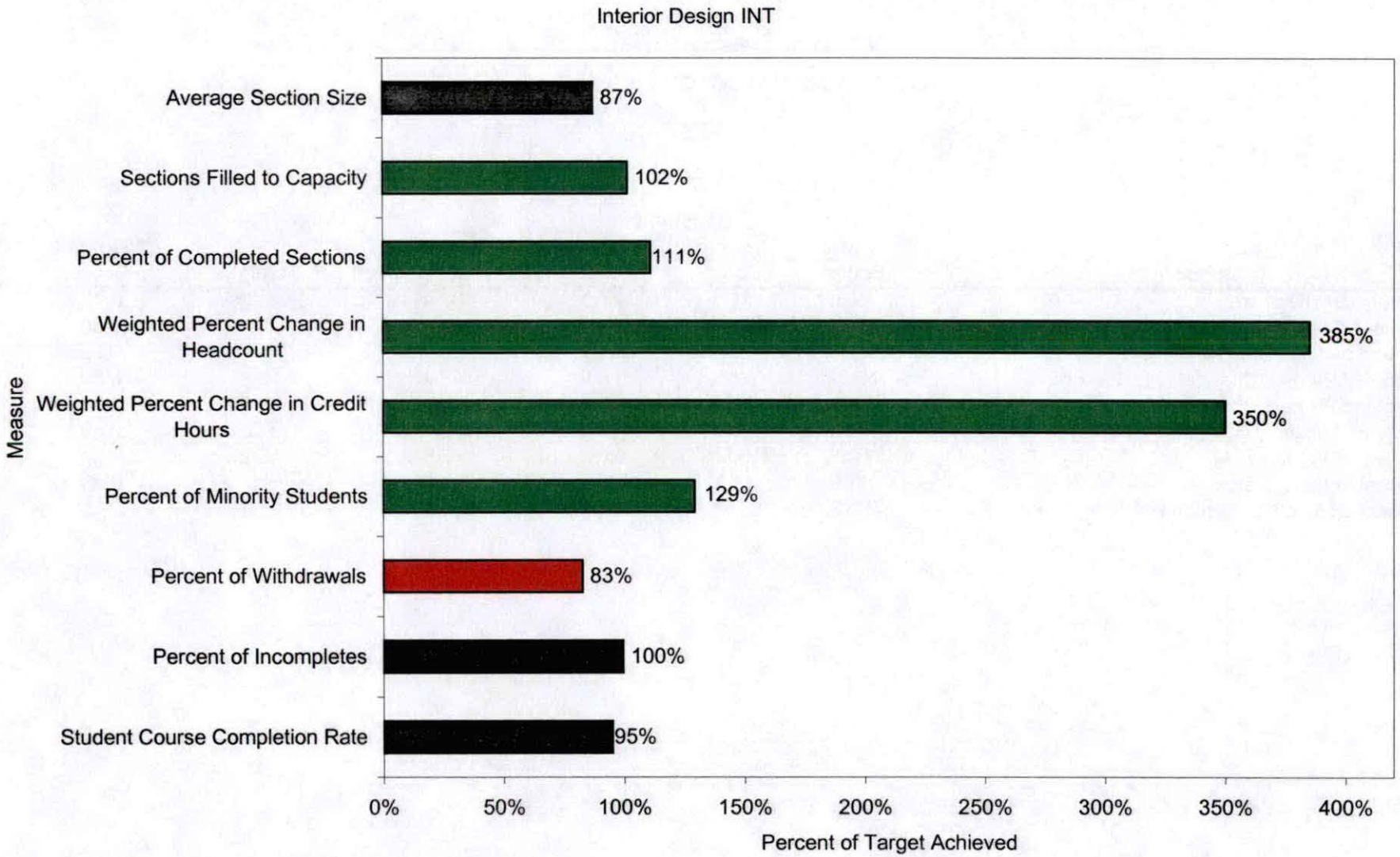
Oakland Community College
Program Dashboard Report
2003-04

Interior Design INT
Dashboard Score: 16.14

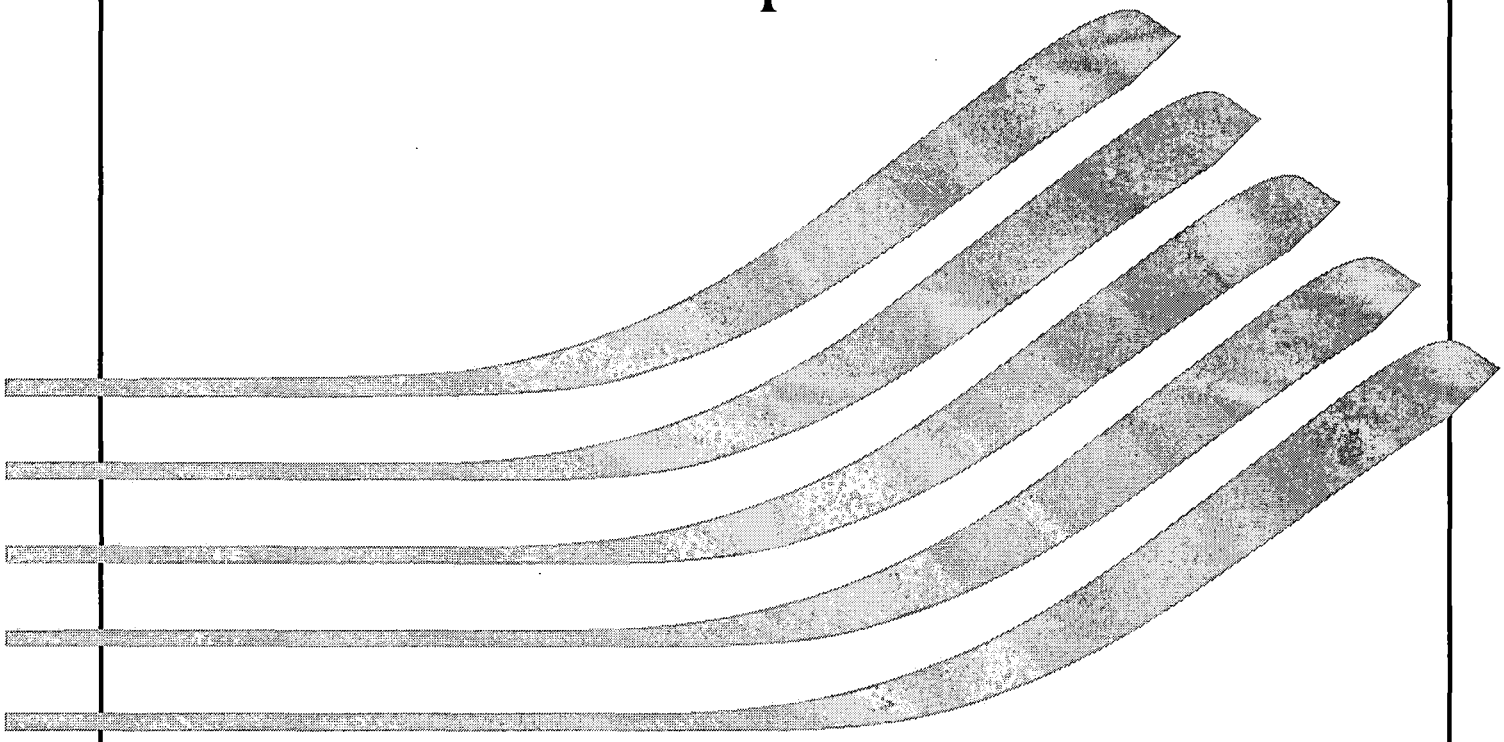
Measures	Current Score	Benchmarks Trouble Score	Target	Percent of Target Achieved	Weight	Weighted Score
Average Section Size	23.6	22.5	27.0	87.4%	8.3%	0.73
Sections Filled to Capacity	91.4%	75.0%	90.0%	101.6%	7.9%	0.80
Percent of Completed Sections	100.0%	75.0%	90.0%	111.1%	8.8%	0.98
Weighted Percent Change in Headcount	7.7%	0.5%	2.0%	385.0%	12.7%	4.89
Weighted Percent Change in Credit Hours	7.0%	0.5%	2.0%	350.0%	10.8%	3.78
Percent of Minority Students	24.3%	16.9%	18.8%	129.3%	6.9%	0.89
Percent of Withdrawals	17.4%	15.0%	0.0%	82.6%	16.2%	1.34
Percent of Incompletes	0.5%	3.0%	0.0%	99.5%	6.8%	0.68
Student Course Completion Rate	71.3%	60.0%	75.0%	95.1%	21.6%	2.05

Source: Office of Assessment and Effectiveness
Updated On: 2/8/2006

Oakland Community College
Percent of Target Achieved
2003-04



Institutional Research Report



Interior Design
Degree and Credit Hour Trends Reports
for
Curriculum Review Committee

OAKLAND
COMMUNITY
COLLEGE

TABLE OF CONTENTS

Interior Design Degree Trends Report

INT Degree Trends Summary

INT Ten-Year Trend

INT Rate of Change

INT Three-Year Moving Mean

College-Wide Ten-Year Trend

Interior Design Credit Hour Trends Report

INT Credit Hour Trends Summary

INT Ten-Year Trend

INT Three-Year Moving Mean

INT Rate of Change

College-Wide Ten-Year Trend

OAKLAND
COMMUNITY
COLLEGE

Degree Trends Report

Interior Design

INT

2004-05

Prepared by:
Oakland Community College
Office of Institutional Research
March 3, 2006

Oakland Community College
Degree Trends Report
Interior Design (INT)
1995-96 through 2004-05

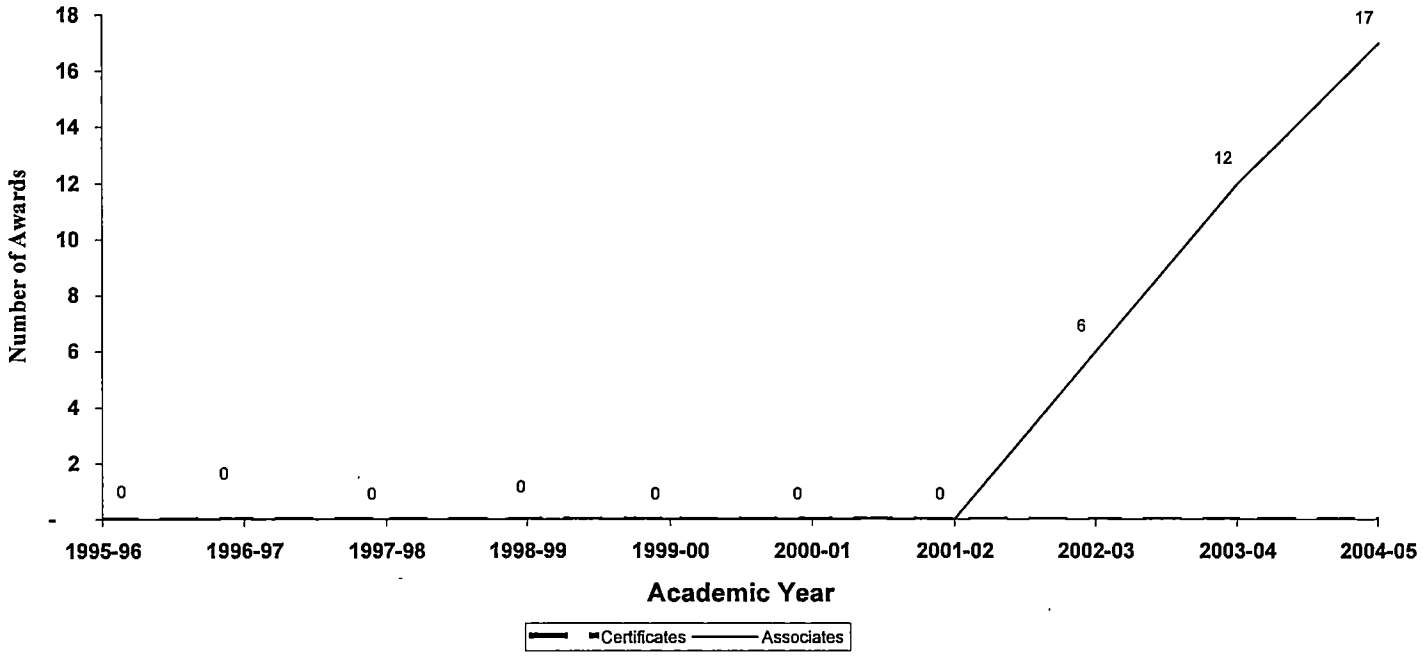
The Degree Trends Report is developed by the Office of Institutional Research based on data compiled from official college records which are submitted to the State of Michigan for the IPEDS (Integrated Post-Secondary Education System) Annual Degrees Conferred Report. The Degree Trends Report examines trends of OCC degrees, based on specific programs. The standard format offers information about certificates and associate degrees awarded. In the event that a given program offers only a certificate or an associate degree, information describing the other type of award will not be shown.

Trends over a specified period of time are illustrated by the following graphs for Interior Design (INT)

- Ten-year trend showing the annual awards conferred in Interior Design
- Rate of change in annual awards conferred in Interior Design
- The three-year Moving Mean for annual awards conferred in Interior Design
- Ten-year trend in awards conferred collegewide.

Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Oakland Community College
Associate Degrees and Certificates Awarded
Interior Design
1995-96 through 2004-05



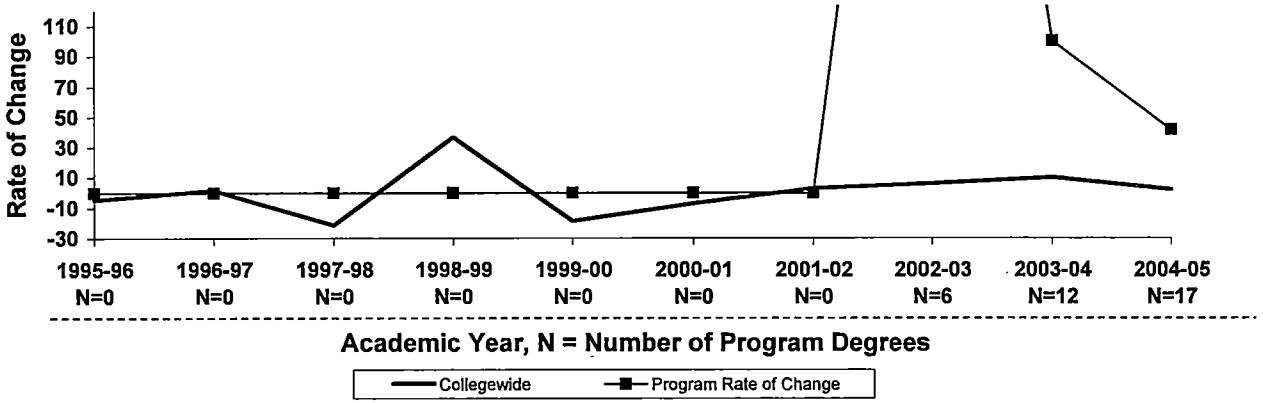
Academic Yr.	Certificates	Associates
1995-96	0	0
1996-97	0	0
1997-98	0	0
1998-99	0	0
1999-00	0	0
2000-01	0	0
2001-02	0	0
2002-03	0	6
2003-04	0	12
2004-05	0	17

Source: OCC, Office of Institutional Research

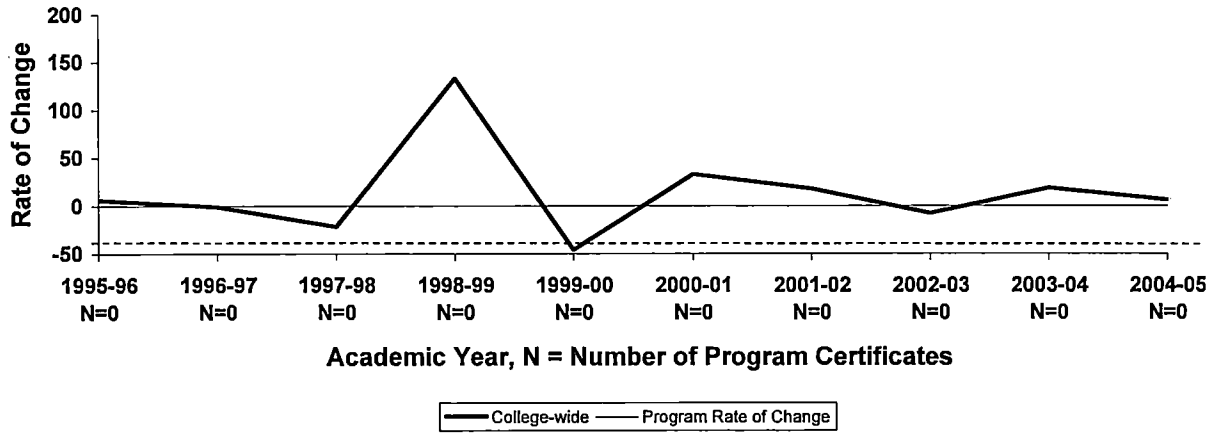
3/3/2006

Oakland Community College
Rate of Change in Annual Awards
College-Wide
1995-96 through 2004-05

Associate Degrees



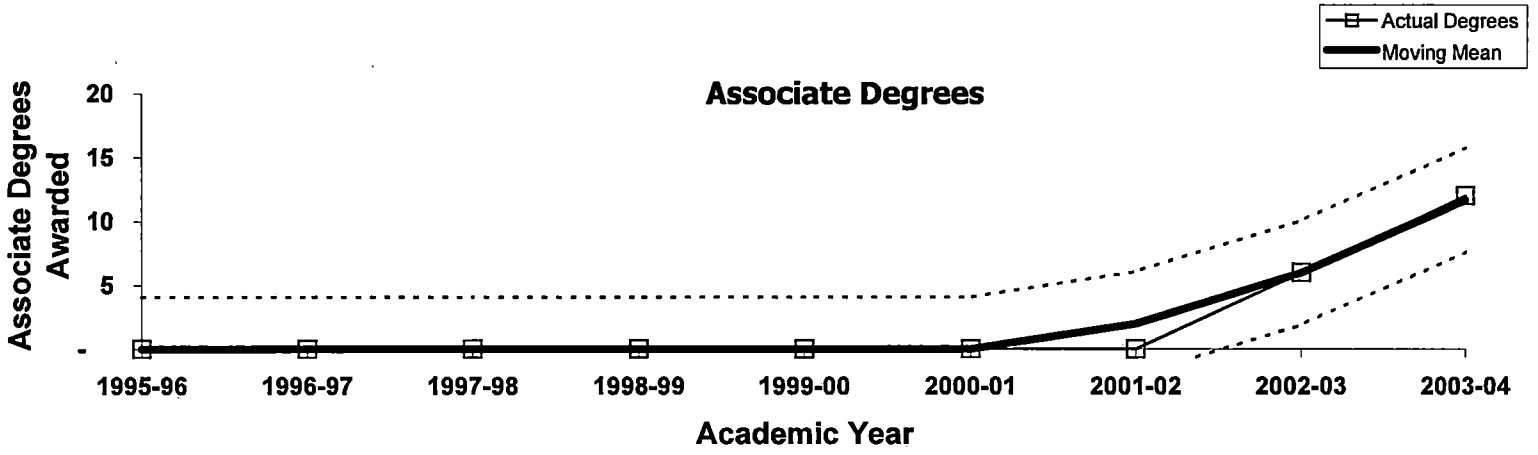
Certificates

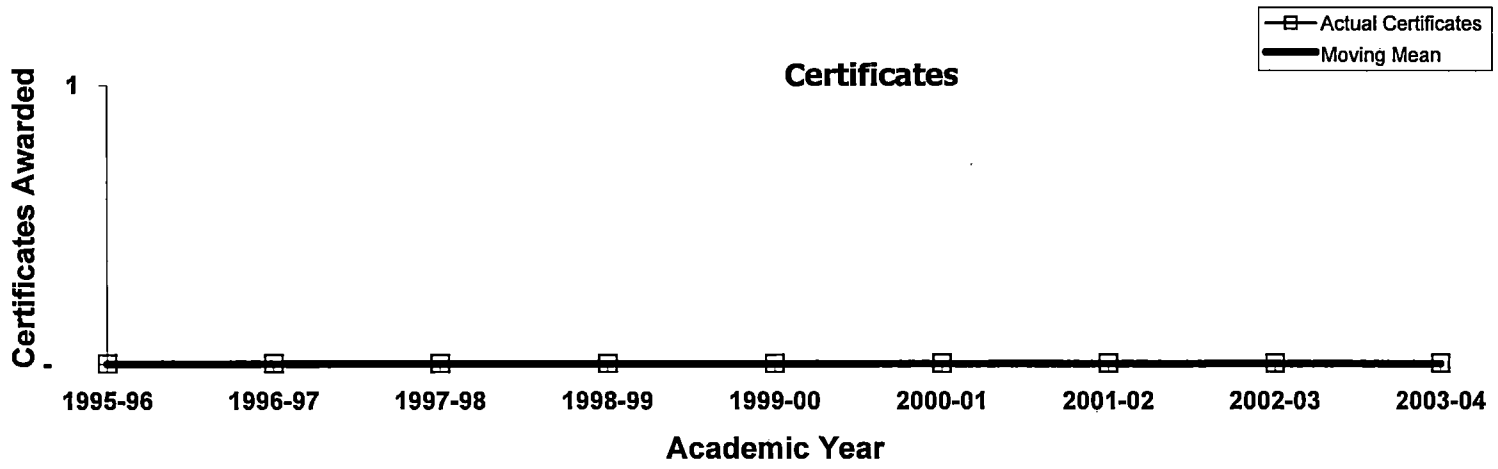


Source: OCC, Office of Institutional Research

3/3/2006

Oakland Community College
Three Year Moving Mean in Annual Awards
Interior Design
1995-96 through 2003-04

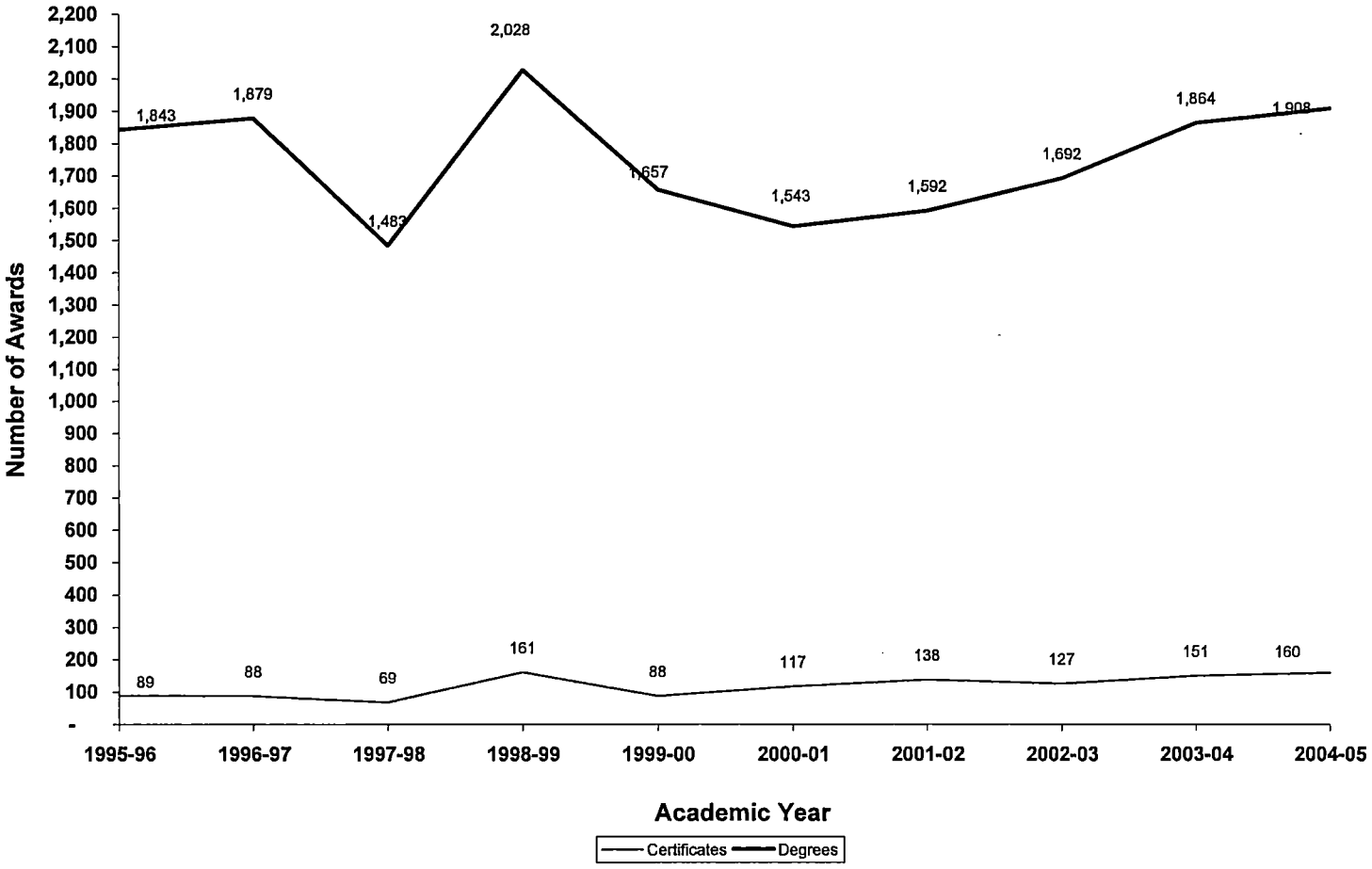




Source: OCC, Office of Institutional Research

3/3/2006

Oakland Community College
Associate Degrees and Certificates Awarded
College-Wide
1995-96 through 2004-05



Source: OCC, Office of Institutional Research

3/3/2006

OAKLAND
COMMUNITY
COLLEGE

Credit Hour Trends Report
Interior Design
INT
2004-05

Prepared by:
Oakland Community College
Office of Institutional Research
March 3, 2006

Oakland Community College
Credit Hour Trends Report
Interior Design
1994-95 through 2004-05

Each year the Office of Institutional Research prepares the Credit Hour Trends Report, based on data submitted to the State of Michigan in the annual ACS-6 (Activities Classification Structure) process. This report is based on each course section's official count date (1/10th Day). The Credit Hour Trends Report examines annual (July 1 - June 30) enrollment trends of OCC disciplines, based on course prefix codes.

Trends over a specified period of time are illustrated by the following graphs for Interior Design.

- Graph depicting ten-year trend in student credit hours generated by Interior Design
- Graphs depicting three-year moving mean and rate of change in student credit hours for Interior Design.
- Ten-year trend in annual credit hours generated Collegewide.

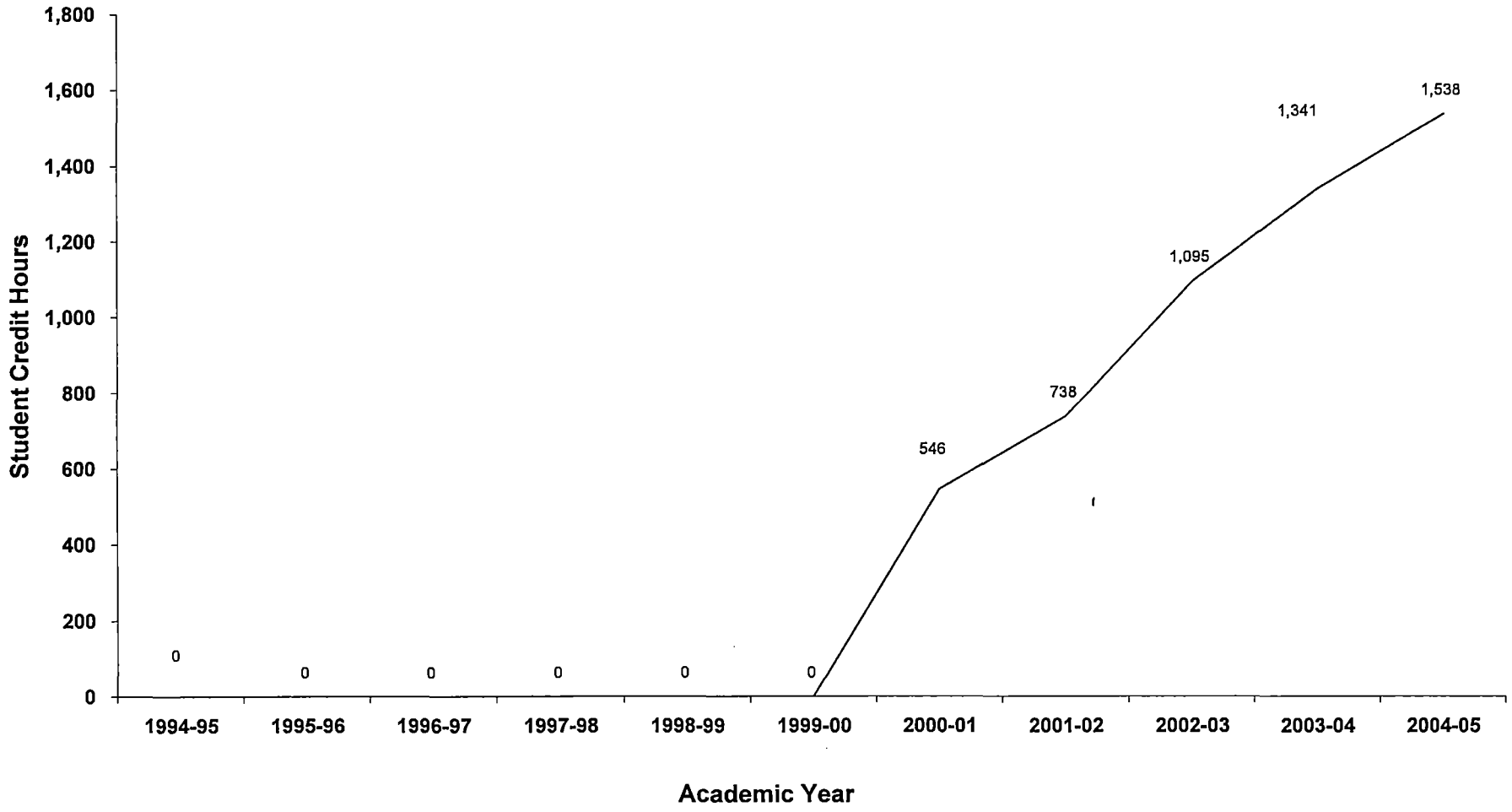
Questions regarding this report can be forwarded to the Office of Institutional Research at (248) 341-2123.

Source: OCC, Office of Institutional Research

3/3/2006

Oakland Community College
Ten-Year Trend in Student Credit Hours
Interior Design
1994-95 through 2004-05

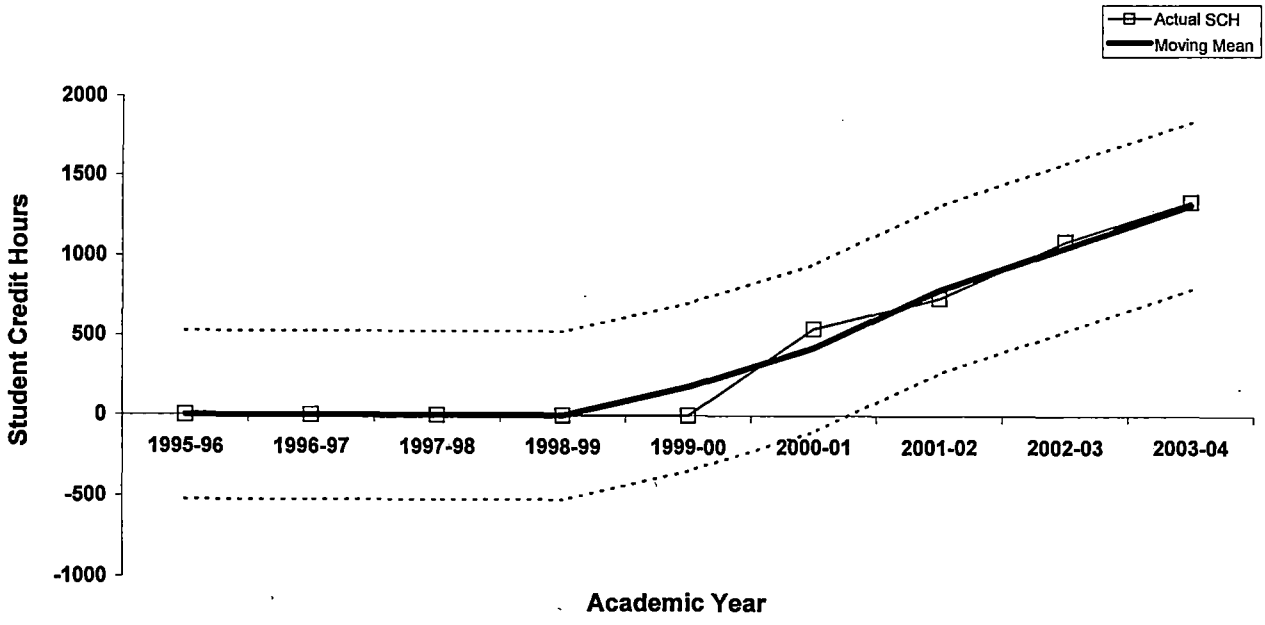
	1994-95 SCH	1995-96 SCH	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	5-Year % Change	10-Year % Change
Interior Design	0	0	0	0	0	0	546	738	1,095	1,341	1,538	--	--
College Wide Totals	471,593	451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	7.7	0.3



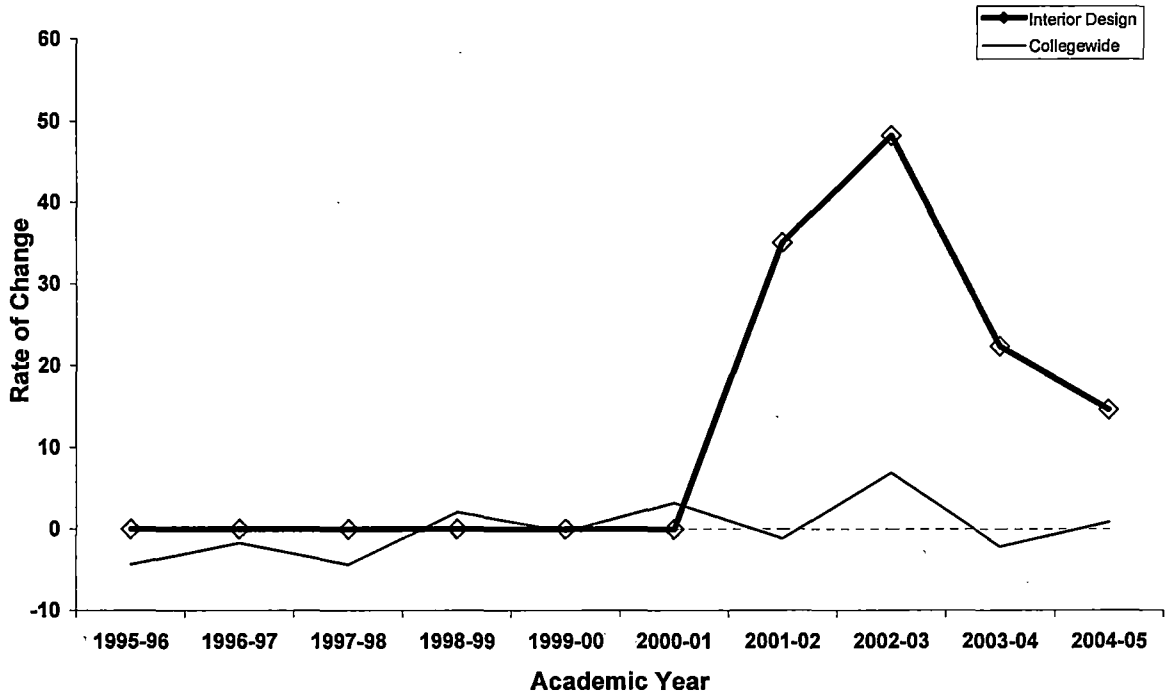
Source: OCC, Office of Institutional Research

3/3/2006

Oakland Community College
Three-Year Moving Mean
Interior Design
1995-96 through 2003-04



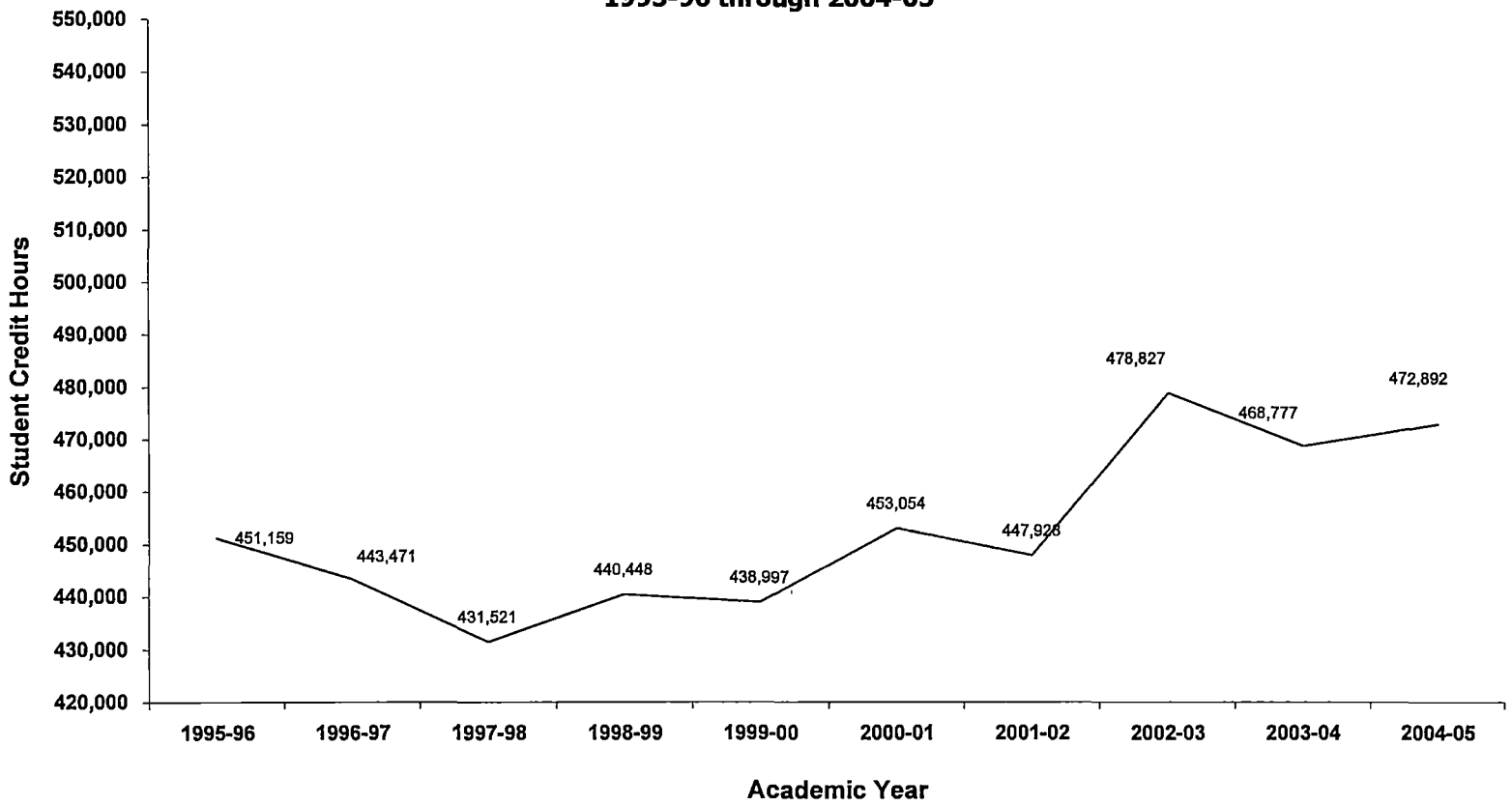
Rate of Change in Student Credit Hours 1995-96 through 2004-05



Source: OCC, Office of Institutional Research

3/3/2006

Oakland Community College
Ten-Year Trend in Student Credit Hours
College-Wide
1995-96 through 2004-05



1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
451,159	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892

Source: OCC, Office of Institutional Research

3/3/2006

Occupational Projections
(2004 – 2014)

The following projections are for those occupations most closely associated with this program. However, the extent to which specific OCC programs lead to jobs reflected within SOC codes is highly dependent upon the way in which the U.S. Department of Labor groups specific occupations.

When possible, projections are presented at four distinct levels based on U.S. Department of Labor Standard Occupational Code (SOC) groups e.g. Major (N = 23), Minor (N = 89), Broad (N = 396), and Detailed (N = 710).

Projections are highly subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

Source for this information was obtained from CCbenefits Inc. Community College Strategic Planner (CCSP).

Data presented in the following tables include:

- Base Year: Current number of jobs in 2004.
- Five Year: Number of projected jobs in 2009.
- Ten Year: Number of projected jobs in 2014.
- New Jobs: Projected number of new jobs between 2004 and 2014.
- Replacement Jobs: Projected number of replacement jobs between 2004 and 2014.
- % New Jobs: Percent of projected new jobs in 2014 using 2004 as the base year.
- % Replacement Jobs: Percent of projected replacement jobs in 2014 using 2004 as the base year.
- % New and Replacement Jobs: Percent of projected new and replacement jobs in 2014 using 2004 as the base year.
- Earnings: Average annual earnings within the SOC code in 2004.

Note: Percent change figures must be interpreted carefully since they are based on actual number of jobs. In some cases the actual number of jobs may be quite low, thereby giving a misleading picture if only the percentage was considered.

Interior Design Related Occupations (2004 - 2014)

SOC Detail Group

SOC Code	Name	Base Year	Five Year	Ten Year	New Jobs	Rplmnt Jobs	% New Jobs	% Rplmnt	% New & Rplmnt	Earnings
27-1025	Interior designers	1,773	1,836	1,927	155	231	8.7%	13.0%	21.8%	$56,181
Totals:		1,773	1,836	1,927	155	231				

Source: OCC, Office of Assessment & Effectivenes (CCSP)

Program Assessment Plan

Interior Design

Catalog Description

This program, leading to an Associate in Applied Science Degree, will expose the student to the human and professional issues of a building's interior and the designing of environments. This career program will concentrate on developing artistic maturity and analytical strengths while providing cutting edge resources for balancing creative gifts with practical skills. In addition to gaining experience with selecting furnishings; fabrics; floor and wall coverings; making models and preparing presentations, the student will be designing, rendering and drafting by hand and through the use of digital imaging software.

Statement of Purpose

The purpose of this program is to prepare students for a career in Interior Design, design related fields, or to continue studies in a baccalaureate Interior Design program. The program's goal is to train its' graduates to be qualified entry level designers who can be effective problem solvers.

Learning Outcomes

Students entering the workforce will be able to use interpersonal skills to effectively work with clients and coworkers.

Benchmark 1

Student achievement of these elective courses will be demonstrated by 70 % of students successfully completing INT 2571-3 and INT2581-3 with the grade of a "C" or better.

Assessment Method 1

Data will be collected by reviewing job performance evaluations (generated by employers) and written papers from students, summarizing their work experiences in the Internship course of INT 2571-3 and INT2581-3. Note: Changes to the course content, where needed, will begin to take place in the term following
the semester in which the information was collected. Courses in which action plans were implemented will be evaluated at the end of the "implementation" semester to determine the effectiveness of the action plan. As the assessment process is launched there will be a need to review the completion time tables that have been set.

Assessment Date 1 5/1/2005 **Findings Sent to OAE Date 1** 6/1/2005

Learning Outcomes

Students will be able to identify and define interior design terminology and concepts.

Benchmark 1

Student achievement of this goal will be demonstrated by 70 % of students successfully completing INT1100, with the grade of a "C" or better.

Assessment Method 1

Data will be collected by reviewing course tests and class projects from INT1100. Note: Changes to the course content, where needed, will begin to take place in the term following the semester in which the information was collected. Courses in which action plans were implemented will be evaluated at the end of the "implementation" semester to determine the effectiveness of the action plan. As the assessment process is launched there will be a need to review the completion time tables that have been set.

Assessment Date 1 8/1/2005 **Findings Sent to OAE Date 1** 9/1/2005

Learning Outcomes

Students will have the opportunity to obtain specialized certification in interior design related fields. Specific skills that students will be expected to achieve will be determined by the particular certificate program (These programs have yet to be created).

Benchmark 1

70 % of students enrolled in the specific certificate program will achieve the grade of a "C" or better and successfully complete the certificate program (also yet to be developed).

Assessment Method 1

Data will be collected by reviewing student course work from certificate classes (yet to be created). Note: Changes to the course content, where needed, will begin to take place in the term following the semester in which the information was collected. Courses in which action plans were implemented will be evaluated at the end of the "implementation" semester to determine the effectiveness of the action plan. As the assessment process is launched there will be a need to review the completion time tables that have been set.

Assessment Date 1 12/1/2006 **Findings Sent to OAE Date 1** 1/1/2007

Learning Outcomes

Students will demonstrate finely executed drafting and rendering techniques in generating design proposals that transform conceptual thoughts into creative and effective proposals.

Benchmark 1

Student achievement of this goal will be demonstrated by 70 % of students successfully completing INT1140, INT 1180, INT2500, and INT2560 with the grade of a "C" or better.

Assessment Method 1

Data will be collected by reviewing course tests and class projects from INT1140, INT 1180, INT2500, and INT2560. Note: Changes to the course content, where needed, will begin to take place in the term following
the semester in which the information was collected. Courses in which action plans were implemented will be evaluated at the end of the "implementation" semester to determine the effectiveness of the action plan. As the assessment process is launched there will be a need to review the completion time tables that have been set.

Assessment Date 1 5/1/2005 **Findings Sent to OAE Date 1** 6/1/2005

Learning Outcomes

Students will possess the ability to critique, interpret, and analyze concepts in design proposals according to their ability to meet specific client and spatial requirements for residential and commercial spaces.

Benchmark 1

Student achievement of this goal will be demonstrated by 70 % of students successfully completing INT2500 and INT2560 with the grade of a "C" or better.

Assessment Method 1

Data will be collected by reviewing course tests and class projects from INT 2500 and INT2560. Note: Changes to the course content, where needed, will begin to take place in the term following the semester in which the information was collected. Courses in which action plans were implemented will be evaluated at the end of the "implementation" semester to determine the effectiveness of the action plan. As the assessment process is launched there will be a need to review the completion time tables that have been set.

Assessment Date 1 5/1/2005 **Findings Sent to OAE Date 1** 6/1/2005

Summary of Program Assessment Results
Interior Design

Catalog Description
This program, leading to an Associate in Applied Science Degree, will expose the student to the human and professional issues of a building's interior and the designing of environments. This career program will concentrate on developing artistic maturity and analytical strengths while providing cutting edge resources for balancing creative gifts with practical skills. In addition to gaining experience with selecting furnishings; fabrics; floor and wall coverings; making models and preparing presentations, the student will be designing, rendering and drafting by hand and through the use of digital imaging software.

Program Statement of Purpose
The purpose of this program is to prepare students for a career in Interior Design, design related fields, or to continue studies in a baccalaureate Interior Design program. The program's goal is to train its' graduates to be qualified entry level designers who can be effective problem solvers.

Learning Outcome
Students will be able to identify and define interior design terminology and concepts.

Benchmark 1
Student achievement of this goal will be demonstrated by 70 % of students successfully completing INT1100, with the grade of a "C" or better.

Assessment Method 1
Data will be collected by reviewing course tests and class projects from INT1100. Note: Changes to the course content, where needed, will begin to take place in the term following the semester in which the information was collected. Courses in which action plans were implemented will be evaluated at the end of the "implementation" semester to determine the effectiveness of the action plan. As the assessment process is launched there will be a need to review the completion time tables that have been set.

Benchmark Scheduled To Be Assessed: 8/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 9/1/2004

Findings 1
Achieved. Information that the students are being presented with has now been put into a standardized method. The Interior Design discipline achieved this by creating a list of skill sets for the course. Through this list, the instructors can refer to a standardized list of concepts and terminology to present to each INT1100 student, ensuring appropriate and proven methods to effectively demonstrate the course content.

Summary of Program Assessment Results
Interior Design

Catalog Description
This program, leading to an Associate in Applied Science Degree, will expose the student to the human and professional issues of a building's interior and the designing of environments. This career program will concentrate on developing artistic maturity and analytical strengths while providing cutting edge resources for balancing creative gifts with practical skills. In addition to gaining experience with selecting furnishings; fabrics; floor and wall coverings; making models and preparing presentations, the student will be designing, rendering and drafting by hand and through the use of digital imaging software.

Program Statement of Purpose
The purpose of this program is to prepare students for a career in Interior Design, design related fields, or to continue studies in a baccalaureate Interior Design program. The program's goal is to train its' graduates to be qualified entry level designers who can be effective problem solvers.

Learning Outcome
Students will be able to identify and define interior design terminology and concepts.

Benchmark 1
Student achievement of this goal will be demonstrated by 70 % of students successfully completing INT1100, with the grade of a "C" or better.

Assessment Method 1
Data will be collected by reviewing course tests and class projects from INT1100. Note: Changes to the course content, where needed, will begin to take place in the term following the semester in which the information was collected. Courses in which action plans were implemented will be evaluated at the end of the "implementation" semester to determine the effectiveness of the action plan. As the assessment process is launched there will be a need to review the completion time tables that have been set.

Benchmark Scheduled To Be Assessed: 8/1/2004

Assessment Results Sent To Office of Assessment & Effectiveness: 9/1/2004

Findings 1
Achieved. Information that the students are being presented with has now been put into a standardized method. The Interior Design discipline achieved this by creating a list of skill sets for the course. Through this list, the instructors can refer to a standardized list of concepts and terminology to present to each INT1100 student, ensuring appropriate and proven methods to effectively demonstrate the course content.

Fall 2008 follow up to the
Recommendations for Interior Design (INT) June 2, 2006

- Do not change from 3 credit hours to 4 credit hours for initial courses if due to student workload requirements only. Check with other universities for their designated credit hours and transferability of OCC credits.

The current review of existing courses is being looked at in regards to four year program transferability and its' relationship to certification options.
Other community college's that have Interior Design programs are being reviewed for established models. Further study is needed.

- Review optional items on syllabi to make sure that all adjuncts are similar in development of syllabi.

INT discipline meetings have addressed the issue and syllabi revisions have occurred.

- Plagiarism on syllabi will be assessed for clearer policy for adjuncts.

This has been a topic that has been addressed and discussed at INT discipline meetings.

- Focus on recruitment...discuss with Marty Orlowski re Advancement Model.

Marty is being consulted at the present time on future target markets for recruitment efforts.
INT hosted an open house this past spring. Prospective students had the opportunity to learn about the academic requirements of the program. There were current students and INT graduates present. This gave guests the opportunity to speak with students and see their completed work. Another open house will be offered during the 08/09 academic year.

- Consider focus on quality of the program versus growth for now.

The continued improvement of classroom facilities has been on ongoing project. Previous facility changes and several relocations of the INT classes made that difficult. Being in the "new" location in D building for the past two years (with no plans for anymore moves) has now allowed INT to establish a more functional base.

Investment in appropriate storage and classroom display equipment has been taking place over the last two years. Specific examples of these are storage cabinets to fit drafting tables, proper storage and organization for the Interior Design resource center, and display shelves within the classroom for board critiques).

Final implementation and set up of these systems occurred during the spring and summer of 2008.
Upon the start of the Fall 2008 semester, positive feedback has already been flowing in. Students have responded favorably by saying that they look forward to working on their projects in the newly organized space. Others have said that it appears like a more established program.

- Request SOAC funding for a survey of students in the 2000 level courses to understand their decision to complete the program and future aspirations.

This area has not yet been addressed

- Research how to become certified in Kitchen and Bath Design/Lighting/Visual Merchandising…American Lighting Association, Kitchen and Bath Association, and dual enrolled HS students for state dollars.

Specific certifications are being considered. Continued review of the certifying organizations' requirements along with identifying the appropriateness to trend and industry needs is being assessed (with the help of Marty Orlowski's office). Figures and statistics are being run to help identify target markets.

Other local community colleges that have similar certifications programs are also being researched.

- Research drafting tables that meet student needs. Look at AH drafting tables to see if some are available.

Facility limitations (room size) would not allow for full drafting boards, however, better quality boards (table top versions) have been purchased and are currently being used.

- Embed in course descriptions should be the need for computer skills.

Several curriculum and program changes are being considered. These are in process due to their relevance to future certification programs.

Other curriculum changes that relate to current program courses are also being addressed. An example of this, is adding a prerequisite for the Cad I course (INT1300). Review of assessment benchmarks brought to light challenges in achieving stated course objectives. It was discovered and traced back to a lack of basic computer skills on the part of some the students. A one credit BIS course is being considered as the prerequisite and will be brought forward to the curriculum committee in the near future.

- Review curriculum for articulation agreements for those that want to transfer (HFCC has one).

Their program content is currently being reviewed.

- Prepare a list of questions for Marty Orlowski re the INT program needs and necessary referrals.

Marty Orlowski is currently being consulted.

- Request through budget and planning funding for a lighting lab, (Halo, Cooper GE), and a Kitchen and Bath lab. Discuss with Jill Dumphy, department chair and dean. Rotary presentation as a possible funding source. Make a 5-7 year plan for requests.

Upon review of classroom facilities, it has been determined that a kitchen and bath lab is not possible (the structural capabilities will not allow for cabinetry to be permanently mounted).
The lighting lab is a possible a future project. Further research will occur to identify facility capabilities and funding.

Respectfully Submitted,

Michelle Pergeau, Interior Design faculty
9/12/08

Recommendations for Interior Design (INT) June 2, 2006

- Do not change from 3 credit hours to 4 credit hours for initial courses if due to student workload requirements only. Check with other universities for their designated credit hours and transferability of OCC credits.
- Review optional items on syllabi to make sure that all adjuncts are similar in development of syllabi.
- Plagiarism on syllabi will be assessed for clearer policy for adjuncts.
- Focus on recruitment...discuss with Marty Orlowski re Advancement Model.
- Consider focus on quality of the program versus growth for now.
- Request SOAC funding for a survey of students in the 2000 level courses to understand their decision to complete the program and future aspirations.
- Research how to become certified in Kitchen and Bath Design/Lighting/Visual Merchandising...American Lighting Association, Kitchen and Bath Association, and dual enrolled HS students for state dollars.
- Research drafting tables that meet student needs. Look at AH drafting tables to see if some are available.
- Embed in course descriptions should be the need for computer skills.
- Review curriculum for articulation agreements for those that want to transfer (HFCC has one).
- Prepare a list of questions for Marty Orlowski re the INT program needs and necessary referrals.
- Request through budget and planning funding for a lighting lab, (Halo, Cooper GE), and a Kitchen and Bath lab. Discuss with Jill Dumphy, department chair and dean. Rotary presentation as a possible funding source. Make a 5-7 year plan for requests.