College: CAS Department: FCS
Major: Interior Design   Degree: AB/BS

If **Program Elimination** is pending you need not complete the form.)

	Question	Type of Answer	From Available Info	Answer
By March 1	Nationally Accredited	Y/N	Y	YES
		Organization	Council for Interior Design Accreditation	COUNCIL FOR INTERIOR DESIGN ACCREDITATION (CIDA) NATIONAL ASSOCIATION OF SCHOOLS OF ART AND ESIGN (NASAD) NATIONAL KITCHEN AND BATH ASSOCIATION (NKBA)
	Student Learning Outcomes Clearly Articulated	Y/N	E. Robbins Fall 07 Survey Answer:Y Y	YES
		File (or source of information)	2004 CoAS Report	COUNCIL FOR INTERIOR DESIGN ACCREDITATION PROFESSIONAL STANDARDS 2006
	Students Know their Learning Outcomes	Y/N		YES
		File		EACH INTERIOR DESIGN COURSE OUTLINES THE RELATED OUTCOMES FOR THAT COURSE
	Program Actively Using Student Learning Outcomes	Y/N		YES
	Does Assessment Plan Exist?	Y/N	E. Robbins Fall 07 Survey Answer:Y	YES
		When Was It Adopted?		2004
		File/copy		COPY ATTACHED
By May 15	Data Actively Collected & CBE	Data Ever Collected?	E. Robbins Fall 07 Survey Answer:Y	YES
		Data Recently/ Actively Collected?	E. Robbins Fall 07 Survey Answer:Y	YES
		Evidence		CIDA PROGRESS REPORT FOR PROFESSIONAL LEVEL PROGRAM 01 OCTOBER 2007 COPY ATTACHED
	Data Systematically Analyzed & CBE	Data Analyzed?	E. Robbins Fall 07 Survey Answer:Y	YES
		Evidence		COPY ATTACHED
	Analysis Discussed in Depts & CBE	Analysis Discussed?	E. Robbins Fall 07 Survey Answer:Y	YES
		Evidence		COPY ATTACHED
	Analysis Impacts Curriculum for Pgm & CBE	Any Changes to Pgm Curriculum Since 2000	E. Robbins Fall 07 Survey Answer:Y	YES
		Were changes as a result of SLO, Data, Analysis?		YES
		Evidence		SEE CIDA PROGRESS REPORT
	Assessment Plan Adjustments Discussed &CBE	Has the Assessment Plan been modified since 2001		YES
		Were changes as a result of SLO, Data, Analysis?		YES
		Evidence		SEE CIDA PROGRESS REPORT
	Adjustments Implemented & CBE	Has the adjusted plan been implemented		YES
		Evidence		SEE CIDA PROGRESS REPORT

Completed by: _Mary Sterling_

Process for Adopting Standards

Standards for accrediting interior design programs are formulated by the Standards Council and, as appropriate, by specially appointed subcommittee(s). Standards Council members may be interior design educators or practitioners, representatives of the public served by interior designers, other environmental designers or educators, and others deemed appropriate to the development of acceptable standards for reviewing interior design educational programs. A balance of interests is maintained in the composition of the Standards Council.

The Standards Council performs an annual review to monitor relevant issues and determine areas or items for immediate revision to current standards. This timetable recognizes the continuous development of the practice of interior design, the expanding body of knowledge in interior design, and changes in post-secondary education. The Council for Interior Design Accreditation continuously monitors the validity and reliability of the standards. This research informs the standards revision process. As changes in the profession or higher education warrant, comprehensive research into the field of interior design and education is conducted to determine appropriate revisions to all standards. A major review will normally occur every 8-10 years.

Proposed revisions to standards are circulated to Council for Interior Design Accreditation constituencies for review and comment. Those invited to comment may include: accredited programs, Council for Interior Design Accreditation volunteers, the interior design organizations and individuals from those organizations, representatives of industry, other accrediting bodies and related regulatory groups, interior design programs, and interested individuals. The Standards Council carefully considers comments gathered in this process. Changes to the standards resulting from the review and comment may be circulated repeatedly for additional review. This dialogue with the field of interior design is an important component of the accreditation process.

In the process of developing the standards, the Accreditation Commission and Board of Directors are consulted. Once formulated, standards are submitted to the Council Board for adoption. The Board also determines an effective date for Standards.

Italicized words are defined in the glossary

Professional Level Education

Accreditation at the professional level of education is directed toward those programs that provide academic preparation for the professional interior designer. This preparation is the first component of a recommended sequence including formal education, entry-level experience, and satisfactory completion of a qualifying examination. Compliance with Council for Interior Design Accreditation Standards can occur in a variety of academic settings.

Eligibility Requirements

The program is required to submit documentation with an application showing that eligible institution and eligible program requirements are met. The Accreditation Commission will review this information. If the eligible institution and eligible program requirements are met, the application will be formally accepted by the Accreditation Commission and the program notified to that effect prior to proceeding with the review of program compliance with standards.

Institutional and Program Eligibility

A program seeking accreditation must demonstrate that it is housed within an institution that is accredited by:
- An institutional accrediting body that is recognized by the U.S. Department of Education, or
- A provincial ministry of education in Canada.

A program seeking accreditation must demonstrate that:
- It culminates in a minimum of a bachelor's degree.
- A minimum of thirty semester credit hours of diverse college-level liberal arts and sciences is required for graduation from the program. These credit hours must be attained from an institution that has been recognized by the appropriate institutional accrediting body; they may be taken prior to or concurrently with discipline-specific course work. (Refer to Definition of Liberal Arts and Sciences below and Documenting Liberal Arts and Sciences in the Accreditation Manual, Applying for Accreditation, Section IV-2).
- A minimum of two classes has graduated from the program prior to submission of the application. The majority of student work displayed as evidence of student achievement should be produced from the current curriculum. Program outcomes are best assessed based on an on-going curriculum that has produced a body of work for review.

A program located in a non-English-language institution must confirm that:
- All program documents (published materials as well as course outlines, handbooks, project statements, etc.) are to be provided in English for purposes of the accreditation process.

Italicized words are defined in the glossary

Eligibility of Programs Delivered through Alternate Methods

Application for accreditation is open to programs that are delivered through alternate methods, such as distance education. If the program demonstrates that it meets all eligible institution and eligible program requirements, the program may be reviewed for accreditation. The program shall be required to undergo a review similar to that of a site-based program, including hosting a site visit and preparing a display of student work for evaluation as described in the Site Visit Section of the Accreditation Manual.

Programs delivered through alternate methods may be considered distinct from the same program taught through traditional methods, even in the instance when the programs are housed in the same institution and use the same curriculum. Refer to Multiple Program or Degree Outcomes below.

Eligibility of Multiple Program or Degree Outcomes

A program is defined by the Council for Interior Design Accreditation as a sequenced curriculum of interior design and related professional coursework that includes a minimum of 30 semester credit hours of liberal arts and results in a degree.

An institution with more than one interior design program on different campuses must apply for each program separately. The programs will be reviewed for accreditation separately.

An institution with: a) more than one interior design program on the same campus, but located in different academic units and b) each program having a somewhat different curriculum from the other(s), must apply for each program separately. The programs will be reviewed for accreditation separately.

An institution with a program that is a) located in one academic unit and b) has variable curricula sequences, each culminating in a different degree (for example, B.S. & B.A., B.A. & M.A.) should submit documentation prior to applying for accreditation that details the curriculum for each degree. The Accreditation Commission will make a determination on how the program should proceed with application and review. (Also see Accreditation Manual,)

Delivery method is also a distinguishing feature of programs. In the instance where two programs exist in one institution and share a common curriculum, if 50% or more of the total credits required for graduation are delivered through an alternate delivery method, such as on-line learning, the program with the alternate delivery method will be considered a distinct program. The Accreditation Commission makes final determinations on the extent to which programs share a common delivery method.

Italicized words are defined in the glossary

Compliance

If the program achieves all of the <u>MUST</u> indicators, the program complies with the standard.

Partial Compliance

If the program achieves the general intent of the standard, although minor weaknesses are identified in <u>MUST</u> indicators, the program will be deemed in partial compliance with the standard. If this is the case, program achievement of the performance criteria is near the required level, and weaknesses identified may be few. The program will be required to report progress toward improving these areas. An interim on-site review may be required to evaluate progress.

Non-compliance

If the program does not achieve the standard, critical areas of weakness will have been identified in the <u>MUST</u> indicators. In this case, weaknesses are of such a nature, in the judgment of peers, that the intent of the standard is not met, nor near enough the required level to be considered in partial compliance. If a program does not meet the standard, the program will not be accredited, but the Accreditation Commission will provide feedback to aid in the program's future development.

Italicized words are defined in the glossary

Standard 2. Professional Values   *input*

The program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness.

Indicators

The program <u>MUST</u> provide learning experiences that address:
a) client and user needs and their responses to the interior environment.
b) professional ethics and the role of ethics in the practice of interior design.
c) *environmental ethics* and the role of *sustainability* in the practice of interior design.
d) a *global perspective* and approach to thinking and problem solving (viewing design with awareness and respect for cultural and social differences of people; understanding issues that affect the *sustainability* of the planet; understanding the implications of conducting the practice of design within a world market).

The program <u>MUST</u> include learning experiences that incorporate:
e) critical, analytical, and strategic thinking.
f) creative thinking (exhibit a variety of ideas, approaches, concepts with originality and elaboration).   *input*
g) the ability to think visually and volumetrically.
h) professional discipline (for example, time management, organizational skills).
i) *active listening skills* leading to effective interpretation of requirements (for example, programming interviews, participatory critiques, role playing).

j) The program <u>MUST</u> present opportunities or experiences that address the value and importance of community or public service.

> Guidance: Use the indicators to determine whether the standard is met. Program *inputs* — not *outcomes* — are evaluated to determine compliance with this standard. For example, while students' ethical behavior cannot be evaluated, the program's efforts to lead students to behave in an ethical manner <u>can</u> be evaluated. Review syllabi, lecture outlines, handouts, or evidence of opportunities for role playing and similar experiences. Discuss such topics with students to learn how and where these are covered in the curriculum.
>
> It may not be practical for all students at all programs to participate in community or public service. The expectation is that there is discussion regarding the importance of being connected to and supportive of the community in which a designer practices. Look for evidence of actual service or discussions regarding social responsibility.
>
> If the standard has been met, the program has incorporated learning experiences and opportunities intended to lead students to develop the professional values outlined in the standard.

Italicized words are defined in the glossary

Standard 4. Interior Design

Students understand and apply the *knowledge, skills*, processes, and theories of interior design.

Indicators

Student work <u>MUST</u> follow a process and demonstrate the ability to:
a) apply 2-dimensional design elements and principles in interior design projects.
b) apply 3-dimensional design elements and principles to the development of the *spatial envelope* (for example, volumes of space, visual continuity and balance, visual passages, interconnecting elements).
c) select and apply color in interior design projects.

Student work <u>MUST</u> demonstrate programming *skills*, including:
d) problem identification.
e) identification of client and user needs.
f) information gathering research and analysis (functional requirements, code research, *sustainability* issues, etc.).

Student work <u>MUST</u> demonstrate *competent* schematic design, concept development, and problem solving *skills*, including:
g) concept statements.
h) the ability to rapidly visualize concepts through sketching.
i) space planning (adjacencies, circulation, and articulation and shaping of space).

Student work <u>MUST</u> demonstrate *competent* design development *skills* in:
j) selection of interior finishes and materials
k) detailed and developed layout of furniture, fixtures, and equipment.
l) detailed and developed furniture selection.
m) space plans, elevations, sketches, and study *models* (computer-generated or manual).
n) selection and application of luminaires and lighting sources.
o) justifying design solutions relative to the goals and objectives of the project program.
p) appropriate selection and application of *decorative elements* (for example, trim, hardware, paneling).

Italicized words are defined in the glossary

Standard 5. Communication

Students communicate effectively.

Indicators

Student work <u>MUST</u> demonstrate *competence* in:
a) drafting and lettering, both manual and computer-aided techniques.
b) illustrative sketching.
c) presentation of color, materials, and furnishings (for example, sample boards, collages, mock-ups, digital representations).

Students <u>MUST:</u>
d) express ideas clearly in oral presentations and critiques.
e) communicate clearly in writing (using correct spelling, grammar, and syntax) in specifications, schedules, and contracts and other business-related documents such as project programs, concept statements, reports, research papers, resumes, and correspondence.

Student work <u>MUST</u> demonstrate the ability to:
f) render by any medium, manual or computer-generated, that successfully communicates the design intent.
g) communicate 3-dimensional space and form, such as in perspectives, paralines, and *models* (computer-generated or manual).

Student work <u>SHOULD</u> demonstrate the ability to:
h) apply the metric system to design work.
i) communicate through alternative presentation techniques (for example, audio, electronic, film, photography, slides, video).

> Guidance: Use the indicators to determine whether the standard is met. Program *outcomes* are evaluated to determine compliance with the standard. Evaluate sketches, drawings, and other presentation materials. Review student reports and research papers. Do not focus on the work of individual students, but look at the student work as a whole. In other words, take a broad view and seek the preponderance of evidence. Interview students, observe presentations or videotapes, and review jurists' evaluations. If the standard is met, students and their work must demonstrate the ability to communicate effectively.

Italicized words are defined in the glossary

Guidance: Use the indicators to determine whether the standard is met. Program *inputs* and *outcomes* are evaluated to determine compliance with the standard. Review the curriculum to determine where these topics are covered. Review syllabi, project descriptions, handouts, and blank exams in conjunction with applicable student work. Do not focus on the work of individual students, but look at the student work as a whole. In other words, take a broad view and seek the preponderance of evidence.

Students are not expected to produce engineering drawings, but design solutions should reflect an understanding of the impact of the systems listed in the indicator. Student interviews will assist with evaluating some indicators. For example, students might be asked, "What impact did the *HVAC* system have on your design solution?" or "How will the contractor get power to that desk location?" or "How will that material perform in this installation?"

If the standard is met, student work will demonstrate an understanding that interiors are designed within the context of building systems and that materials and products have been selected and applied appropriately.

Italicized words are defined in the glossary

Standard 8. Business and Professional Practice

Students have a foundation in business and professional practice.

Indicators

use of means

Students <u>MUST</u> demonstrate *understanding* of project management practices:
a) estimating (for example, project costs, fees). *outcomes*
b) budget management.
c) coordination (managing input from various members of the project team), time management, scheduling, and contract administration.
d) information management (collecting and disseminating relevant project information).
e) conflict resolution (facilitating solutions to conflicting objectives).
f) assessment processes (for example, post-occupancy evaluation, productivity, square-footage ratios, life cycle assessment).

Students <u>MUST</u> demonstrate *knowledge* of:
g) certification, licensing, and registration requirements.
h) professional design organizations.

i) Students <u>SHOULD</u> demonstrate *understanding* of basic business computer applications (for example, word processing, spreadsheets).

j) Students <u>SHOULD</u> demonstrate *knowledge* of business processes (for example, marketing, strategic planning, and accounting procedures).

> **Guidance:** Use the indicators to determine whether the standard is met. Program *inputs* and *outcomes* are evaluated to determine compliance with the standard. Review the curriculum to determine where these topics are covered. Review syllabi, project descriptions, handouts, and blank exams in conjunction with applicable student work (for example, papers, project management documents, budgets). Do not focus on the work of individual students, but look at the student work as a whole. In other words, take a broad view and seek the preponderance of evidence. Student interviews will assist in evaluating some of the indicators. For example, students might be asked questions related to project management practices, budgets, or schedules. If the standard has been met, students will demonstrate that they have a foundation in business and professional practice.

Italicized words are defined in the glossary

Standard 10. Facilities

Program facilities and resources provide an environment to stimulate thought, motivate students, and promote the exchange of ideas.

Indicators

a) Instructional facilities and workspaces support program objectives and course goals.

b) Program objectives and course goals are supported by the appropriate equipment (for example, computers, printers, plotters, projectors, monitors/VCRs).

c) Spaces are available for collaborative activities, such as exhibitions, critique, display, and working in teams.

Students have convenient access to a comprehensive and current range of:

d) information about interior design and relevant disciplines (for example, bound volumes, periodicals, microfilm, video, slides, electronic).

e) product information (bound, electronic, or on-line) and samples.

Faculty members and other *instructional personnel* have:

f) facilities and equipment for course preparation, project evaluation, administrative activities, or conferences.

g) sufficient technical and clerical support.

> **Guidance:** Use the indicators to determine whether the standard is met. Tour the studios and support facilities and evaluate the resources. Interview students and faculty. If the standard has been met, the facilities and resources provide an environment that stimulates thought, motivates students, and promotes the exchange of ideas.

Italicized words are defined in the glossary

Standard 12. Assessment

Systematic and comprehensive *assessment methods* contribute to the program's ongoing development and improvement.

Indicators

a) The program uses input from various groups (for example, enrolled students, faculty members, employers, alumni, Advisory Board, local design organizations) to evaluate program effectiveness and develop and implement strategies for improvement.

b) The program regularly monitors and evaluates professional placement of alumni.

> **Guidance:** Use the indicators to determine whether the standard is met. Review *assessment methods* and results. With the indicators in mind, meet with students, faculty, alumni, employers, and members of the community. If the standard is met, the **program will demonstrate that** *assessment methods* **are used in program development.**

Italicized words are defined in the glossary

Council for Interior Design Accreditation Progress Report
Professional Level Program

Indiana State University
Interior Design Program
Bachelor of Science in Interior Design

This report covers the period: October 2004 to October 2007
Next site visit: Fall 2010
Standards: 1b, 4u, 4v, 5i, 6k, 7i, 7j, 8a, and 8i

Report Submitted by: _____
                                                 (signature)

Name and title: Mary C. Sterling
                      Interior Design Program Coordinator

Address: FCS Room 104C
               318 North 6th Street
               Terre Haute, IN 47809

Office Telephone: 812 237 3311

Date submitted: 01 October 2007

Institutional and Program Data

Section I. Institutional and Program Data

1) *List the names, titles, addresses, phone numbers, and e-mail addresses of administrators who will receive copies of the final Interim Report. The Council for Interior Design Accreditation distributes a **limit of 6 complimentary copies** of the Interim Report to the institution. Additional copies may be requested for a fee of $25 per report. Be sure to include the following individuals:*

Chancellor, president, provost, or chief academic officer of the university or school	*Name and title*	Dr. C. Jack Maynard, Provost and Vice-President for Academic Affairs
	Address	Indiana State University, Parsons Hall Room 208
	Address	210 North 7th Street
	City, State Zip	Terre Haute, IN 47809
	Phone	812 237 2309
	E-mail	jack-maynard@indstate.edu
Dean of the college or school	*Name and title*	Dr. Thomas G. Sauer, Dean
	Address	College of Arts and Sciences
	Address	Stalker Hall 200
	City, State Zip	Terre Haute, IN 47809
	Phone	812 237 2788
	E-mail	sauer@indstate.edu
Chair of the department	*Name and title*	Dr. Frederica Kramer, Chairperson
	Address	Department of Family and Consumer Sciences
	Address	FCS Room 112
	City, State Zip	Terre Haute, IN 47809
	Phone	812 237 3297
	E-mail	f-kramer@indstate.edu
Head of the interior design program	*Name and title*	Mary C. Sterling, Coordinator
	Address	Interior Design Program
	Address	FCS room 104C
	City, State Zip	Terre Haute, IN 47809
	Phone	812 237 3311
	E-mail	m-sterling@indstate.edu
Other	*Name and title*	Jonathan Trapp
	Address	Interior Design Program
	Address	FCS Room 104B
	City, State Zip	Terre Haute, IN 47809
	Phone	812 237 3678
	E-mail	jtrapp@isugw.indstate.edu
	Name and title	Juan Jurado
	Address	Interior Design Program
	Address	FCS Room 104A
	City, State Zip	Terre Haute, IN 47809
	Phone	812 237 3314
	E-mail	jjurado@isugw.indstate.edu

Institutional and Program Data Form

Type of institution (Check one)	**X** Public ☐ Private, non-profit ☐ Private, for-profit
Size of population where the institution is located (Check one)	☐ Population of 250,000 or more persons **X** Population of 50-250,000 persons ☐ Population under 50,000
Total enrollment for the institution on the campus where the program is located	**10,543**
Academic year of this report	2007/2008
Current Council for Interior Design Accreditation status (Check one)	**X** Accredited ☐ Not accredited ☐ On probation
Check all institutional accreditation(s)	☐ Accrediting Commission of Career Schools and Colleges of Technology ☐ Accrediting Council for Independent Colleges and Schools ☐ Distance Education and Training Council ☐ Middle States Association of Colleges and Schools **X** North Central Association of Colleges and Schools ☐ New England Association of Schools and Colleges ☐ Southern Association of Colleges and Schools ☐ Western Association of Schools and Colleges **X** National Association of Schools of Art and Design ☐ Provincial Ministry of Education ☐ Other (specify)
Check other specialized accreditations or endorsements for the interior design program and/or unit	**X** National Association of Schools of Art and Design **X** National Kitchen and Bath Association **X** American Association of Family and Consumer Sciences, Council for Accreditation ☐ National Architectural Accrediting Board ☐ Other (specify)
Carnegie Research classification	☐ Doctoral/Research Universities - Extensive ☐ Doctoral/Research Universities – Intensive **X** Doctoral Comprehensive ☐ Master's Colleges and Universities I ☐ Master's Colleges and Universities II ☐ Baccalaureate Colleges - Liberal Arts ☐ Baccalaureate Colleges - General ☐ Baccalaureate/Associates Colleges ☐ Associates Colleges ☐ Not applicable
Primary institutional mission (Check one)	**X** Teaching ☐ Service ☐ Research

Applicants must use this form or duplicate format

Institutional and Program Data Form

Academic unit housing program
(Check one)

- ☐ Architecture
- ☐ Art
- ☐ Design
- ☐ Fine Arts
- ☐ Interior Design
- ☐ Human Ecology
- **X** Other (specify)
  Family and Consumer Sciences

Name of College or School (within the
institution that houses the program)

College of Arts and Sciences

Division, if applicable, or unit name where
the program is housed

_____

Department, if applicable, or unit name
where the program is housed

Family and Consumer Sciences

Identify the three most influential factors
impacting change to the program
curriculum where 1 indicates the most
influential

_____	Administration
_____	Facilities
2	Faculty
_____	Finances
1	Council for Interior Design Accreditation Standards
_____	Industry trends
_____	Societal trends
_____	Student demographics
3	Practitioner feedback
_____	Research
_____	Other (specify)

Degree(s) offered by the accredited program
or program seeking accreditation (list only
those degrees eligible for accreditation
review)

Bachelor of Science

Degree(s) or certificate(s) offered by the
program but not eligible for accreditation
review

_____

Program length; total credit hours required
for graduation, including liberal arts and
electives. (Indicate in the units used by
institution)

124
credit
hours Semester hours

_____ Quarter hours

_____ Trimester hours

Applicants must use this form or duplicate format

Total liberal arts and sciences/general studies hours required to complete the program. (Indicate in the units used by institution)

48 credit hours   Semester hours

_____ Quarter hours

_____ Trimester hours

Of the total number of credit hours required for graduation, how many are elective credits in the program. (Indicate in the units used by institution)

0 credit hours   Semester hours

_____ Quarter hours

_____ Trimester hours

How often do practicing professionals (including jurors, project critics, guest lecturers, and mentors) participate in the program?

☐ 1-3 times per semester/quarter
☐ 4-6 times per semester/quarter
X 7-9 times per semester/quarter
☐ more than 10 times per semester/quarter

Rate whether the number of practicing professionals who participate in the program is adequate (check one)

Inadequate				Adequate
☐	☐	☐	☐	X
1	2	3	4	5

Is work experience (internship, co-op) required?
     If yes, indicate the minimum number of clock hours needed to fulfill this requirement.

X Yes   ☐ No

320 clock hours

If work experience (internship, co-op) is elective, what percentage of students complete this?

n/a %

Are students required to take business courses from units outside the program?
     If yes, indicate the number of credit hours needed to fulfill this requirement.

☐ Yes   X No

_____

Does the curriculum include a service learning or community service requirement?
     If yes, indicate the required clock hours or measure of participation.

X Yes   ☐ No

Projects graded and 10 clock hours for Habitat for Humanity. Interior Design Studio Projects are often community service projects.

Applicants must use this form or duplicate format

Institutional and Program Data Form

Is any of the curriculum provided through distance learning?   **X** Yes   ☐ No

    If yes, list the courses and indicate   Some General Education courses.
    whether required (R) or elective (E).
    Indicate with an * the courses that are
    also offered on site.

If there is a maximum number of credit   **n/a**   Semester hours
hours that may be taken by distance
education, indicate the amount.   _____   Quarter hours

                              _____   Trimester hours

Applicants must use this form or duplicate format

Institutional and Program Data Form

What percentage of students transfer from other institutions into your program?   35%

Do you have any formal articulation agreements in place with those institutions?   X Yes   ☐ No

Number of students who are enrolled in the interior design program:

	Full Time	Part Time
Year 1	20	0
Year 2	9	1
Year 3	12	0
Year 4	14	2
Year 5		

Estimate the percentage of students enrolled (include all students for all years) in the interior design curriculum who fall into the following categories (each section should equal 100%):

Residents of the state	85
Non-residents (within the US)	14
Nonresident alien (international students)	1
Total	**100%**

Male	5
Female	95
Total	**100%**

Black, non-Hispanic	3
American Indian or Alaskan Native	2
Asian or Pacific Islander	0
Hispanic	2
White, non-Hispanic	93
Total	**100%**

Applicants must use this form or duplicate format

Institutional and Program Data Form

Traditional age students	**90**
Returning adult students	**10**
Total	**100%**

Students with previous baccalaureate degrees	**0**
Students with previous associate degrees	**0**

How many students completed the program and graduated during each of the past three academic years?

10	Year 1 (last year)
5	Year 2
6	Year 3

How many graduates from the past year are employed as interior designers? If known, indicate in the specializations listed.

	Health care
	Hospitality
	Retail
1	Corporate
4	Residential
2	Unknown, but interior design
1	Institutional Interior design

How many students who completed the program during the past academic year are continuing their education in a graduate program?

	Architecture
	Business
	Other (specify)
n/a	

What is the average student to faculty ratio in interior design studios?

_____**25**_____ : _____**1**_____
Students   Faculty

Total full-time faculty members for the interior design program _____**3**_____

Total adjunct, part-time, and support faculty members or instructional personnel for program
(If there is change from year to year, provide an average of the past three years and indicate that the total is an average.) _____**1**_____

Applicants must use this form or duplicate format

Salary **range** for full-time faculty in the
program (annual salary)   **$ 47,500.00 to $51,823.00**

Full-time faculty members

Name and Academic Rank	Highest Degree MA, MS, Ph.D.	Discipline of degree	Passed NCIDQ	Full-time practitioner and/or faculty experience (specify number of years for each)		Professional Society Memberships (list all)
				FT Practice	FT Faculty	
Juan Jurado, Assistant Professor	MS	Interior design	NO	9	4	IDEC
Mary C. Sterling, Associate Professor	MA	Interior Design	YES	25	10	IDEC IIDA
Jonathan Trapp, Assistant Professor	MFA	Interior Architecture	NO	1	5	

Does the state or province in which the
program is located regulate the interior
design profession and/or require licensing
of interior designers?

☐ Yes   **X** No

Applicants must use this form or duplicate format

Council for Interior Design Accreditation Progress Report

Indiana State University
October 1, 2007

Section II. Recommendations for Improvement

Standard 1. The curriculum is structured to facilitate and advance student learning.

b) Course content <u>MUST</u> increase in degree of difficulty.

Course content evidenced in assignments and projects from the first two years increases in degree of difficulty, specifically the Urban Apartment, Gathering Space, and Kitchen of the Future projects for Interior Design Studio I (FCS 251). Projects and assignments evidenced from junior and senior years did not increase in degree of difficulty and project requirements are similar both years.

Recommendation for improvement: Increase the degree of complexity and depth of project requirements in upper-level studios.

Response:
Program considers recommendation for improvement has been metas evidenced by the following:

Upper level studios are now categorized into FCS351 Interior Design Studio II kitchen and universal design, FCS352 Interior Design Studio III adaptive reuse and/or restoration, FCS451 Interior Design Studio IV healthcare (in 2005-07), and FCS452 Interior Design Studio V thesis project. The 351, 352, and 451 studios focus on the design phase of the scope of services with emphasis on universal design, building codes, ADA, and programming respectively.

FCS351 Interior Design Studio II is composed of the annual NKBA Student Design Competition which includes a set of drawings for construction, mechanical, electrical, and floor plan, elevations, perspective, and presentation board, and complete cabinet specifications. The second half of the semester consists of a universal design project. Each year the actual project changes. In 2006, the project consisted of a restaurant of 12,000 s.f. with detailed floor plans, elevations, finish and lighting specifications, reflected ceiling plans, renderings, and research and specification documents. In 2007, the project will consist of the Terre Haute International Airport project (20,000 s.f.). In 2006, the final restaurant project blended FCS351 Interior Design Studio II and FCS355 Interior Lighting and Color Theory so that one project combined the objectives of universal and lighting design.

FCS352 Interior Design Studio III (2005) was composed of the annual IIDA student competition and the restoration of the Deming Hotel, 15,000 s.f. The adaptive reuse and/or restoration of the Deming Hotel included technology components, ADA codes-regulations and overall budgeting.

FCS352 Interior Design Studio III (2006) consisted of a coffee house for IDEC Contest (2,500 s.f.) and Racoon Creek Co-Housing Community (10,000 s.f.), near Bloomington, IN, which involved conversion of an existing barn into a multi-family co-housing center.

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FCS352 Interior Design Studio III (2007) was composed of the annual IIDA and ASID competitions with main project being the renovation of Guerin Hall on St. Mary of the Woods campus. The students were to redesign the building into a world class hotel and lounge for visiting alumni. Codes and ADA were studied intensely. The project was 50,000 s.f.

FCS451 Interior Design Studio IV (2005) consisted of one small exhibit space of 400 s.f. and the Good Samaritan Hospital of 20,000 s.f. The healthcare project was developed working in conjunction with the rehabilitation staff at Good Samaritan Hospital in Vincennes, IN. The client asked the professor and students to improve and update their Physical Therapy facilities. Students presented the project to the Hospital directors and staff members with the use of digital presentations.

FCS451 Interior Design studio IV (2006) the healthcare studio project consisted of a 100 bed, 30,000 s.f. acute care facility. The studio project involved intensive programming and building code study as well as department of health rules and incorporation of ADA. The impact of design on the quality of life for the aged and impaired was discussed.

FCS452 Interior Design Studio IV (2005-07) has consisted of a thesis project of a minimum of 15,000 s.f. to a maximum 20,000 s.f. The semester requires the completion of a programming report, preliminary schematics, final design including full presentation boards, and a representative set of working drawings and specifications. Students submit a proposal for the building and related client for professor's approval prior to the spring semester. Projects range from residential (private homes, condominiums, retirement homes) to commercial (health centers, retail spaces, hotels, restaurants).

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Standard 4. Students understand and apply the knowledge, skills, processes, and theories of interior design.

Student work SHOULD demonstrate design development *skills*, including:
   u)   ...*wayfinding* methods.

Student work did not demonstrate design development skills in wayfinding methods.

Recommendation for improvement: Integrate wayfinding methods into the curriculum so that students learn about and develop skills in this area.

Response:
Program considers recommendation for improvement has been met as evidenced by the following:

FCS351 Interior Design Studio II (2006). Universal Design Restaurant used a variety of flooring materials to designate traffic lanes and lighting configurations to identify different types of dining areas.
FCS352 Interior Design Studio III (2005). Deming Hotel project required the use of different flooring materials to enhance wayfinding. Corridors and aisles where differentiated by the use of solid high traffic materials while flooring in sitting areas in lobbies and conference rooms had different kinds of carpets and wood materials.
FCS451 Interior Design Studio IV (2004) Bank Branch. Students used color and texture as well as interior architectural features in a manner that facilitated wayfinding.
FCS451 Interior Design Studio IV (2005) Healthcare project. Good Samaritan Hospital used wayfinding in different ways. While circulation patterns where improved by the use of different materials, directions to different areas of the hospital where enhanced by using colors on the walls describing the different areas in the rehabilitation wing.
FCS452 Interior Design Studio V (2005-07). Depending on the thesis project, most commercial projects such as hotels and restaurants identified different zones with lighting, ceiling and flooring materials, and the main circulation paths.

   v)   ...*graphic identification*, such as signage.

Student work did not demonstrate design development skills in graphic identification.

Recommendation for improvement: Beyond exit signage, strengthen student skills in graphic identification.

Response:
Program considers recommendation for improvement has been met as evidenced by the following:

FCS351 Interior Design Studio II (2006). For the Universal Design Projects, corporate identity including a restaurant name was developed and incorporated into the presentation boards by each student team.
FCS352 Interior Design Studio III (2006) required students to develop a graphic logo for an IDEC competition coffeehouse project. Students also created logos for the Raccoon

Creek Cohousing Community and digitally generated project booklets using PhotoShop. Students were also required to orally justify the relationship between their interior designs and their use of design elements and principles in their design of the logos and portfolio pages.

FCS451 Interior Design Studio IV (2004). For the Bank Branch, students were required to create an identity in regard to their work that would be consistent throughout the course.

FCS451 Interior Design Studio IV (2006). One hundred bed acute health care facility. Special emphasis was given to Alzheimer's patients. Some solutions included placing personal objects into niches by the patients' rooms to spur their memory as to where they belonged.

FCS452 Interior Design Studio V (2005-07). Student final projects all incorporate a graphic identification for their thesis project such as logo, name of entity, or material and color recognition associated with the project.

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Standard 5. Students communicate effectively.

Student work <u>SHOULD</u> demonstrate the ability to:
  i) …apply the metric system to design work.

> Students did not demonstrate the ability to apply the metric system to design work.

> **Recommendation for improvement: Apply the metric system to design work.**

> **Response:**
> Progress is being made toward meeting the recommendation for improvementas evidenced by the following:

> **FCS152 Interior Design Graphics I (2007). Students are required to produce a complete set of architectural drawings including elevations and section cuts using the metric system and hand drafting techniques.**
> **FCS451 Interior Design Studio IV (2007). The IDEC competition requires the application and development of the design using the metric system.**

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Standard 6. Students design within the context of building systems. Students use appropriate materials and products.

Students <u>MUST</u> demonstrate *understanding* that design solutions affect and are impacted by:
   k)   …interface of workstation furniture systems with building systems.

Although the Steelcase context system was used for workstations in the Magazine Publisher's Office project in Interior Design Studio IV (FCS 451), no evidence of workstation furniture system interface with building systems was found.

Recommendation for improvement: Include projects that demonstrate student understanding of the interface of workstation furniture systems with building systems.

Response:
Program considers recommendation for improvement has been metas evidenced by the following:

FCS260 Interior Construction and Detailing (2007) Corporate Bank Facilities. Working drawings provided/indicated hard wiring conduit locations for generic workstations both from floors and walls in open office areas.
FCS352 Interior Design Studio III (2005). Deming Hotel incorporated the design and development of several custom design furniture items such as the reception desk that required the incorporation of all the connections and outlets for communications and sound. Some projects also included the use of specialized furniture such as electric barber chairs and hair stations that required the design of specific power outlets in the space.
FCS451 Interior Design Studio IV (2005). Good Samaritan Hospital used specialized furniture and equipment (physical therapy) as well as communication and sound for the development of the space. Each patient room required outlets placed for easy access as back up for life support equipment as well as for electric adjustable beds and satellite diagnostic/prescription computers. The physical therapy area required the placement of outlets on the floor and walls according to the physical therapy equipment used. The oxygen and cleaning connections presented a challenge for the students when designing and planning the space.
FCS452 Interior Design Studio V (2005-07). Thesis projects have many custom reception desks and other custom furniture requiring electrical and communication feeds – systems furniture installations tend to be the exception.

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Standard 7. Students apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public.

Students <u>MUST</u> demonstrate *understanding* of the impact on health and welfare of:
    i)   ...noise.

Although the Library project in Interior Lighting and Color Theory (FCS 262) included zones for noisy and quiet activities, student work and interviews did not indicate an understanding of the impact of noise on health and welfare.

Recommendation for improvement: Strengthen student understanding of the impact of noise on health and welfare.

Response:
Program considers recommendation for improvement has been metas evidenced by the following:

FCS250 Materials and finishes of Interior Design (2005-07). Lecture content and exam questions address the application of materials to reduce the negative impact of noise on health and welfare.
FCS351 Interior Design Studio II (2006) Universal Project. Ceiling materials were used in many student solutions to address noise absorption within restaurant spaces.
FCS260 Interior Construction and Detailing (2005) and FCS451 Interior Design Studio IV (2004) Branch Bank. Students were exposed to construction and fenestration details that enhance the workplace by controlling sound transmissions.
FCS352 Interior Design Studio III (2006) required students to consider and address noise reduction in their multi-unit cohousing project, including a preliminary green design strategy report to include the issues of lighting and noise on user psychology. The students spatially designed the project so as to minimize the transmission of noise between the community's public spaces and private apartment units. The students also designed the individual apartment units so as to reduce noise transmission between family areas and sleeping areas, as well as between the parents' private areas and the older childrens' private areas by placing common or service spaces between the master bedroom and other bedrooms.
FCS451 Interior Design Studio IV (2005) Good Samaritan. Students addressed noise control in most areas of the design. The client identified concerns in areas such as the consultant offices and meeting rooms. The problem was solved by using specialized ceiling and wall systems that would reduce the noise transmission and give more privacy not only to patients but also to doctors when discussing different patient's cases.
FCS451 Interior Design Studio IV (2006) One hundred bed acute care facility. Students solved the problem of public and private areas. The problem required the students to think through room placement to naturally preserve the patient's dignity and privacy.
FCS452 Interior Design Studio V (2005-07). All thesis projects incorporate a programming report in which noise is a specific subtopic of each project. Students identify noise issues and list a series of methods to solve the problem.

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j)   ...lighting.

Although the level of luminaires for the safety of different types of occupants was mentioned in Interior Lighting and Color Theory (FCS 262), student work did not demonstrate understanding of the impact of lighting on health and welfare.

Recommendation for improvement: Strengthen student understanding of the impact of lighting on health and welfare.

Response:
Program considers recommendation for improvement has beenmet as evidenced by the following:

FCS260 Interior Construction and Detailing (2006) included the discussion of levels of lighting appropriate to certain spaces and mandated by codes.
FCS351 Interior Design Studio II (2005-07). NKBA kitchen design incorporates lighting solutions that must address safety issues in addition to the various functions and aesthetics.
FCS352 Interior Design Studio III (2005). Deming Hotel used lighting to enhance the architectural and design features of the space. In most cases lighting was also used to reinforce circulation patterns and to define lounge areas in the lobby area. Lighting became one of the most important elements of design to enhance the original beauty of the restored building.
FCS352 Interior Design Studio III (2006) required students to address existing lighting conditions in their programs for a coffeehouse, and also selected architectural and portable luminaires and lamps for their cohousing project. Students' lighting designs were required to support bird-friendly constraints (www.birdsandbuildings.org) and their interior architectural designs maximized exterior glazing to admit (or reduce) daylighting based on the users' needs.
FCS355 Interior Lighting and Color Theory (2005-07). The practicum project varies from year to year but since 2004 has demonstrated lighting plans that address the function of each space/area and students are cognizant of its impact on the health and welfare of its occupants. For example, articles are discussed as they relate to lighting effects on inhabitants and lighting consultants critique the practicum project and related lighting levels.
FCS451 Interior Design Studio IV (2005). Good Samaritan Hospital lighting was considered as part of the healing process. Lighting was designed to reinforce the "home like feeling" of the design because patients heal faster when they feel like they are at home. Different lighting levels and color renditions where required for this multi-use healthcare facility. While patients rooms had a home-like feeling, physical therapy areas required the use of higher lighting levels because of the activity being performed.
FCS451 Interior Design Studio IV (2006) One hundred bed acute care facility. Lighting levels are mandated by healthcare codes. The students were introduced to this through their intensive code research.
FCS452 Interior Design Studio V (2005-07) Thesis Project. Each student has a mentor and model client who critiques their thesis including all proposed lighting layouts and specifications.

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Standard 8. Students have a foundation in business and professional practice.

Students <u>MUST</u> demonstrate *understanding* of project management practices:

a) ...estimating (for example, project costs, fees).

Although student work demonstrated examples of proposal writing, there was no evidence of estimated fee build or other examples of estimating. When discussing this requirement with the program coordinator, it was acknowledged that an example of estimating could not be found. This is a program weakness.

Recommendation for improvement: Include estimating in the interior design curriculum.

Response:
Program considers recommendation for improvement has been metas evidenced by the following:

FCS352 Interior Design Studio III (2005) Deming Hotel. Students provided an overall cost of their proposed interior design excluding structural modifications by others.
FCS451 Interior Design studio IV (2004) Bank Branch. Students produced budgets using the 16 division CSI format. Budgets were based on construction assemblies and in place finish material costs.
FCS451 Interior Design Studio IV (2005). Good Samaritan Hospital required the presentation of a brief estimate for the client in a form of a book that also included information about the design process and the materials used in the project. The Means Cost Data book and specific material prices and installation where used for the development of the budget. The budget included demolition, construction, installation of special materials and equipment used in the design.
FCS452 Interior Design Studio V (2005-07) Thesis Project. All students prepare detailed construction and furniture budgets based upon their final design presentation.
FCS458 Professional Practices and Procedures (2005-07). Professional Practice requires that all senior students produce a fees and services document based on their thesis project in FCS452 which includes a preliminary estimate of the project based on square footage calculations

i) Students <u>SHOULD</u> demonstrate *understanding* of basic business computer applications (for example, word processing, spreadsheets).

Although word processing is covered in reports, specifications, and concept statements, there was little to no use of Excel or other business related applications. This is a weakness of the program.

Recommendation for improvement: Incorporate business computer applications, such as spreadsheets, into the interior design curriculum.

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Response:

Program considers recommendation for improvement has been met as evidenced by the following:

FCS352 Interior Design Studio III (2005) Deming Hotel. Spreadsheets were used for time-organization and in the budget preparation.

FCS451 Interior Design Studio IV (2004) Bank Branch. Students accomplished their estimating assignment using spreadsheets.

FCS451 Interior Design Studio IV (2005) Good Samaritan Hospital. Spreadsheets were used by the students in time management sheets and budget component.

FCS451 Interior Design Studio IV (2006) One hundred bed acute care facility. Students prepared adjacency matrices in the preliminary programming phase using spreadsheets.

FCS452 Interior Design Studio V (2005-07) Thesis Project. All students prepare a Gantt chart, and the construction and furniture budgets use excel software.