Applied Baccalaureate Degree Program Interior Design

Program Proposal

COVER SHEET
NEW DEGREE PROGRAM PROPOSAL

Program Information

Institution Name: **Clover Park Technical College**

Degree: **Bachelor of Applied Science in Interior Design**   CIP Code: 50.0408

Name(s) of the existing technical associate degree(s) that will serve as the foundation for this program:

  Degree: AAS-T Interior Design   CIP Code: 50.0408   Year Began: **1996**

  Degree: AAT Interior Design   CIP Code: 50.0408   Year Began: **1996**

Planned Implementation Date (i.e. Fall 2014):   **Fall 2019**

Proposal Criteria: *Please respond to all eight (8) areas listed in proposal criteria FORM D.*
           Page Limit: 30 pages

Contact Information

  Name: Ms. Mabel Edmonds

  Title: Vice President for Instruction

  Address: 4500 Steilacoom Blvd SW, Lakewood, WA 98499

  Telephone: 253-589-5510

  Fax: 253-589-5851

  Email: Mabel.edmonds@cptc.edu

Chief Academic Officer   Date 11/19/18

Introduction

Clover Park Technical College (CPTC) has designed a Bachelor of Applied Science in Interior Design (BASID) degree to meet the needs of students who want to continue their education in order to attain interior designer positions at architecture and design firms and perhaps leading to senior level positions and/or supervisory and project management roles.

During the BASID degree, students will increase their knowledge of interior design and construction, research current issues and topics affecting the interior design industry, develop business and project management techniques, increase their experience with industry related technology skills, and apply these to solve problems in the interior design industry.

The hybrid delivery model for this degree has been designed to meet the educational needs of a diverse population including working adults. Mentored study design studios and a capstone course will be used to develop students' independent thought and critical thinking skills to the level expected in a baccalaureate degree and required for a successful career in interior design.

The BASID degree may accept students who have graduated from interior design and related associate degree programs (including, but not limited to, architecture and industrial design). Students who have graduated from programs other than CPTC's Interior Design associate degree program(s) may need additional coursework, to be determined by CPTC's faculty and staff.

1. Curriculum

1. Curriculum demonstrates baccalaureate level rigor.	Describe curriculum including (1) program learning outcomes (2) program evaluation criteria and process (3) course preparation needed by students transferring with technical associate degree (4) general education component (5) course work needed at junior and senior levels in the BAS.

The curriculum for the BASID degree has been developed by CPTC under the guidance of experts in both industry and academia, and is aligned with CIP Code 50.0408 – Interior Design:

A program in the applied visual arts that prepares individuals to apply artistic principles and techniques to the professional planning, designing, equipping, and furnishing residential and commercial interior spaces. Includes instruction in drafting and graphic techniques; principles of interior lighting, acoustics, systems integration, and color coordination; furniture and furnishings; textiles and their finishing; the history of interior design and period styles; basic structural design; building codes and inspection regulations; and applications to office, hotel, factory, restaurant and housing design. (Academic and Vocational) [1]

Program Learning Outcomes Students of the BASID program will:

1. Assess building construction, detailing and systems integration and their effect on interior design.
2. Develop concepts and designs for interiors using industry standard technologies.
3. Manage time and resources effectively to meet all project requirements and deadlines.
4. Combine the basic elements and principles of design to develop aesthetically attractive design solutions that enhance the quality of life and culture of the occupants.
5. Analyze given project conditions and identify the relevant current codes, standards, and design guidelines required to promote the health, safety and welfare of building occupants.
6. Create functional solutions that integrate furnishings, finishes and other interior products into a cohesive design proposal in order to communicate effectively.
7. Prepare organized contract documents including coordinated interior drawings and product specifications.
8. Analyze human factors and behavior in the built environment.
9. Critically evaluate principles of environmental sustainability to specific interior design project contexts.
10. Evaluate how social, political, economic, cultural and/or physical influences shape the design of built environments in both the local and global community.
11. Research a design topic to include literature reviews, observations, interviews, surveys, participation, and/or document reviews.

---

[1] https://www.sbctc.edu/resources/documents/colleges-staff/data-services/data-warehouse/cip-2010-descriptions.pdf

12. Prepare design work and qualifications for presentation to industry and clients using visual, written and oral techniques.

Program Evaluation Criteria and Process

Per CPTC's Policy and Procedures Manual, formal review of the BASID program for effectiveness will be conducted on a three-year basis. In addition to the formal program reviews, the Dean of Instruction may choose to employ other criteria and methods for assessing the entire program, drawing upon the input from a variety of stakeholders, including the following:

Program Advisory Committee: The interior design program at CPTC has a healthy and diverse Advisory Committee comprised of industry experts who provide perspective, evaluation, and feedback on the program. With the addition of the BASID degree, we will look to add one or two members to better represent the design sector requiring bachelor degrees. This advisory committee currently holds meetings twice each year.

Program Review: All programs at Clover Park Technical College are formally reviewed on a three-year basis. The Dean of Instruction may choose to hold additional informal assessments, particularly as the program is in its infancy.

Student Surveys: Upon graduating from or leaving the program, students will be surveyed as to what they perceived to be the strengths and weaknesses of all aspects of their experience, including classroom activities, pedagogical techniques, the relevance of specific courses, and other criteria, as appropriate.

Employers Survey: Interior design faculty at CPTC are active in the industry and gain information about current industry standards as well as the success of their students in the field. Faculty may decide to develop a formal survey for alumni employers to better track this type of information.

Faculty Evaluations: On a regular basis, the program faculty will meet as a team to discuss the program and its current curricula, and how they might be improved.

Course Evaluations: To provide specific feedback from the students' perspectives, surveys of student assessments on course and instructor effectiveness are distributed at the end of each quarter.

Wage Progression and Employment Status: The interior design faculty at CPTC already tracks the status of the associate degree alumni, and will continue to develop reporting processes for graduates of the BASID program that are consistent with CPTC best-practice.

Curriculum Structure

The design of the BASID program follows the "Hybrid" model for applied baccalaureate degrees combining the well-established "Management Capstone" model, where a technical associate degree is supplemented with business and management-focused coursework at the upper division, and the "Career Ladder" model which provides "stepwise academic and technical coursework extending from the associate to the baccalaureate degree program." [2] The curriculum consists of four tiers which progressively increase the degree of independent thought and critical thinking required by the students to the level expected in a baccalaureate degree.

---

[2] http://occrl.illinois.edu/applied_baccalaureate/ab_models/
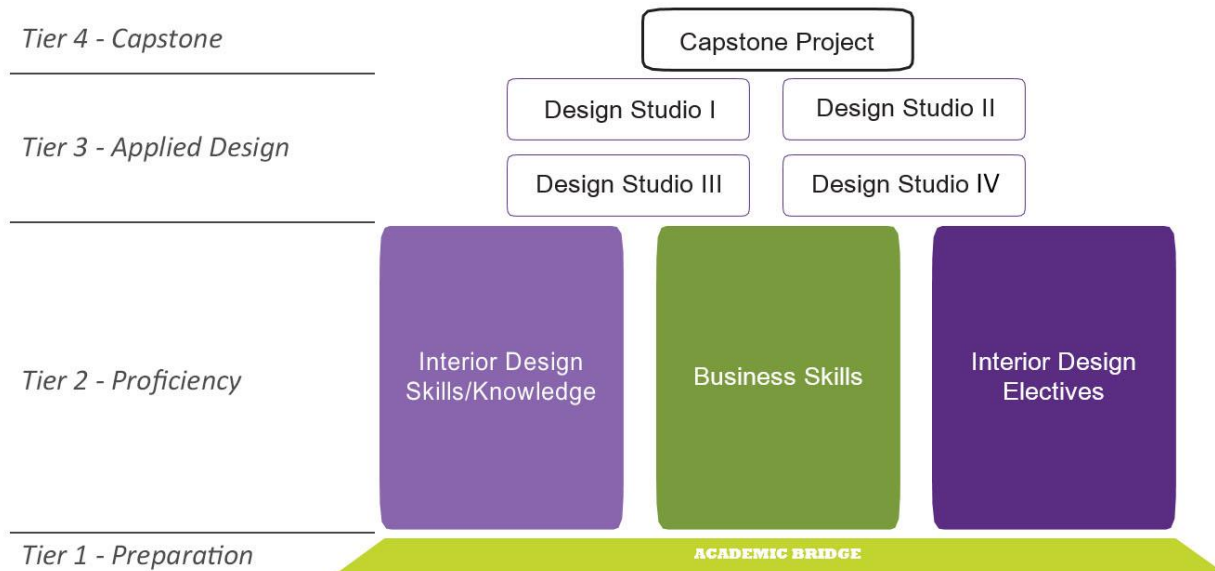
Figure 1 - Structure of the BASID Curriculum

1) **Tier 1**: In keeping with SBCTC's aims for applied baccalaureate degrees[3], the BASID program has been designed to accept students with a broad range of educational backgrounds, and to facilitate students re-joining the educational system after time in the workforce. An Academic Bridge is therefore included as Tier 1 of the program to allow students from "traditionally terminal" associates' degrees to take any additional General Education courses needed to enter junior year and complete BAS degree requirements.

2) **Tier 2** consists of 13 required courses in three areas: a) Interior Design Skills/Knowledge, b) Business Skills c) Interior Design Electives

3) **Tier 3** consists of four faculty-mentored Design Studio courses which provide students with project-based learning in areas of professional interest, formulating design solutions that integrate fundamental knowledge and skills.

4) In **Tier 4**, a capstone project is used to demonstrate students' capacity for organizing and managing an independent inquiry; conducting an evidence-based design process; selecting appropriate furnishings, fixtures and finishes; and producing a cohesive and comprehensive presentation that communicates a design intent.

---

[3] "Increase educational pathways for professional and technical associate graduates who have been limited in their ability to apply credits toward a bachelor degree."
Ref: https://www.sbctc.edu/colleges-staff/programs-services/applied-baccalaureates/

Figure 2 - CPTC Bachelor of Applied Science in Interior Design

NOTE: Course numbers have not been officially assigned and are for illustrative purposes only.

Course Preparation Needed by Students Transferring with Technical Associate Degree

Tier 1 – The Academic Bridge – General Education

The "Academic Bridge" – is designed to facilitate entry of students from diverse academic backgrounds into the program by addressing some of the preparatory General Education requirements that might not have been covered during students' associate degree curriculum.

Minimum at Exit from the Academic Bridge = 35 credits

5 cr Communications –	ENGL& 101
5 cr Social Science –	PSYC& 100 or SOC& 101
5 cr Humanities –	CMST& 220
5 cr Quantitative Reasoning –	MATH& 146
10 cr Natural Science –	Any lower div. physical, biological and/or earth science (shall include at least one lower division lab course)
5 cr Other	Any other lower division General Education course

ACADEMIC BRIDGE

Minimum for Entry to the Academic Bridge = 10 credits

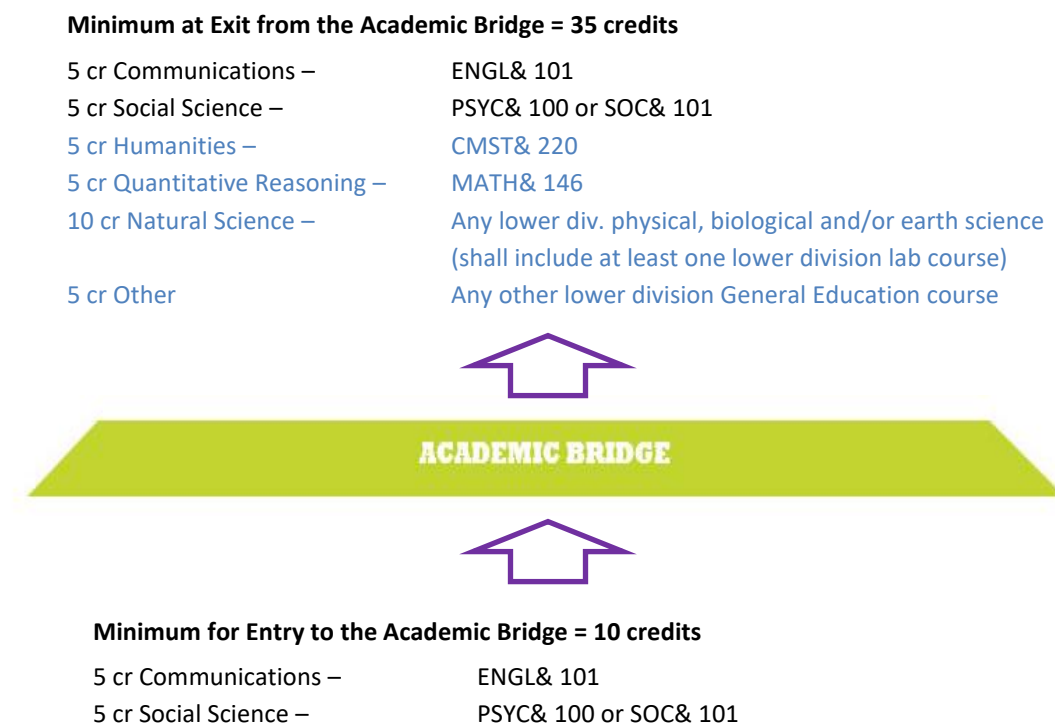|	
5 cr Communications –	ENGL& 101
5 cr Social Science –	PSYC& 100 or SOC& 101

Figure 3 - General Education Credits Before and After the Academic Bridge

Figure 3 and Table 1 show the minimum general education requirements for admission to the program (discussed in more detail in Section 3) and for entry to the junior year.

To be admitted to the BASID program, students must have a minimum of 10 credits of generally-transferable General Education including ENGL& 101 (or equivalent) and 5 credits of Social Science. At the end of the Academic Bridge, before students are considered to be at junior level standing, they must have at least 35 credits of General Education. This will therefore involve them taking between 0 and 25 credits of coursework depending on the General Education component of the student's associate degree. Based on local interior design associate degree program requirements, it is anticipated that most students will need between 0 and 10 credits. Students may begin Tier 2 coursework while taking Academic Bridge coursework, so as not to add to the program length.

Table 1 - General Education Requirements and the Academic Bridge

	Minimum required to enter the BASID program	Courses to be taken during the Academic Bridge period if needed.	Minimum required at entry to the Junior Year
Communications	5 credits – ENGL& 101 or equivalent	(none required)	5 credits
Quantitative/ Symbolic Reasoning	Intermediate Algebra or higher (min. 2.3 GPA); or equivalent math placement (within the past 2 years)	5 credits– MATH& 146	5 credits
Social Sciences	5 credits	(none required)	5 credits
Humanities	(none required)	5 credits - CMST& 220	5 credits
Natural Sciences	(none required)	10 credits - Any two lower div. physical, biological and/or earth science (shall include at least one lower division lab course)	10 credits
Other	(none required)	5 credits - Any other lower division General Education courses	5 credits

Tier 2 – Upper Division Program Course Work & General Education

The second tier of the BASID curriculum is a set of 13 required courses (65 credits in total) that provide students with increased proficiency of interior design concepts, tools, and techniques, enhances their business skills to a level commensurate with work in the interior design industry, and supports the definition of interior design and its scope of work as outlined by the Council for Interior Design Qualification (CIDQ). Detailed course descriptions are included in Appendix A.

Interior Design – Proficiency

DSN 310	Interior Construction & Building Systems	**DSN 316**	Environmental & Sustainable Design
DSN 312	Building Information Modeling I	**DSN 416**	Design Research
DSN 314	Building Information Modeling II		

NOTE: Course numbers have not been officially assigned and are for illustrative purposes only.

According to the Council for Interior Design Qualification (CIDQ), "Interior design is a multi-faceted profession in which creative and technical solutions are applied within a structure to achieve a built interior environment. These solutions are functional, enhance the quality of life and culture of the occupants and are aesthetically attractive. Designs are created in response to and coordinated with the building shell and acknowledge the physical location and social context of the project. Designs must adhere to code and regulatory requirements, and encourage the principles of environmental sustainability. The interior design process follows a systematic and coordinated methodology, including

research, analysis and integration of knowledge into the creative process, whereby the needs and resources of the client are satisfied to produce an interior space that fulfills the project goals." [4]

This set of five courses is designed to cover essential topics, tools and techniques needed to start an interior design career at an architecture or design firm and respond to CIDQ's definition of interior design. DSN 310 Interior Construction & Building Systems will examine basic interior construction and building systems to better understand the built environment and factors that may affect design, and allows the designer to communicate with others in the building and design trades. DSN 312 and 314 Building Information Modeling I and II (respectively) cover beginning and intermediate level use of Building Information Modeling software widely used to produce design drawings in the industry today. DSN 316 Environmental & Sustainable Interiors examines environmentally friendly and sustainable practices in interior design which is very prevalent in today's industry. Finally, DSN 416 Design Research will cover the ways to go about researching topics in design for increased scholarly knowledge and for application to the students' Capstone Projects.

Business Skills – Upper Division General Education

ENGL 310	Business Communications	**PSYC 311**	Organizational Psychology
ECON 310	Managerial Economics	**BUS 310**	Project Management
PHIL 310	Professional Ethics		

Students transitioning from a technical role to an interpersonal, supervisory or project management role need to acquire a set of core business skills. The five courses in the Business Skills group (25 credits total) are designed to provide some of the knowledge, skills and abilities that they will need to do this and include instruction on both soft skills (communication skills, ethics, and organizational psychology) and hard skills (project management and managerial economics). ENGL 310 focuses on audience-oriented communication in the business environment and covers both written and oral presentation skills. ECON 310 focuses on forecasting and estimating techniques; and on tools used to analyze projects, compare alternatives, and make sound business decisions. PHIL 310 examines ethical dilemmas that might occur at work and shows how such ethical issues can be resolved by management analysis and decision-making. PSYC 310 examines how people behave and interact with each other at work with an emphasis on the way that this affects job performance. BUS 310 teaches students some of the techniques necessary to develop realistic and comprehensive project plans; identify risk areas; monitor the plans; and deal with problems.

Table 2 on the following page shows how these five courses fit into the general education requirements for the BAS degree.

---

[4] © 2004 National Council for Interior Design Qualification, Inc. . (n.d.). Retrieved from https://www.cidq.org/definition-of-interior-design

Table 2 – Upper Division General Education Requirements (Tier 2)

	Min. Credits at Entry to Junior Year	Additional General Education Course(s) to be Taken	Minimum Credits at End of BASID Degree
Communications	5	5 ENG 310: Business Communications	10
Quantitative/ Symbolic Reasoning	5	(no additional upper division courses required)	5
Humanities	5	5 PHIL 310: Professional Ethics	10
Social Sciences	5	5 PSYC 311 – Organizational Psychology	10
Natural Sciences (includes 1 lab)	10	(no additional upper division courses required)	10
Any of the Above	5	5 ECON 310 – Managerial Economics 5 BUS 310: Project Management	15
TOTAL	35	25	60

Interior Design Electives

DSN 350	Intermediate SketchUp for Interior Design	**DSN 360**	Independent Study
DSN 355	Intermediate Photoshop for Interior Design	**DSN 420**	Internship

This group of courses expands on material covered in courses taken throughout the student's educational history in design. Students may choose from these courses to earn a minimum of 15 credits. Additional options will be added at later dates depending on program enrollment, student interests and faculty availability and resources. In DSN 350 Intermediate SketchUp for Interior Design, students will build upon a preexisting base knowledge of SketchUp modeling software. They will further explore SketchUp's modeling capabilities, learn to import files, produce drawing layouts, and discover plug-ins to produce photorealistic renderings. DSN 355 Intermediate Photoshop for Interior Design is intended for those who may want to further develop their basic knowledge of Adobe Photoshop to create, edit and render images. In DSN 360 Independent Study, students will identify a project or an area of study or technical skill that needs further development in order to help reach their career goals in interior design. Students will work with faculty to identify and develop a course plan, outcomes, and deliverables for evaluation. Finally, DSN 420 Internship is intended for those who have not yet completed an internship during their associate degree or for those who have, but wish to gain additional experience in the interior design industry.

Tier 3 – Upper Division Program Course Work – Applied Design (Design Studios)

DSN 410	Design Studio I	**DSN 414**	Design Studio III
DSN 412	Design Studio II	**DSN 418**	Design Studio IV

The curriculum includes four Design Studio courses, DSN 410, 412, 414, and 418 (20 credits in total). These courses deal with analysis, programming and design of interior spaces. For each of these courses,

students will synthesize knowledge and skills learned throughout their design education to given project. In addition, three of the four courses (DSN 410,412, and 414) will each touch on one of three important aspects of interior design: Human Centered Design, Evidence Based Design, and Global Context, which students will apply to their work. Faculty will guide the students with the information and tools necessary to ensure they are meeting course outcomes and staying on track, while challenging them and allowing the creative freedom to make the projects uniquely their own. They will present a written, visual and oral presentation thereby exercising their business communications skills. DSN 418 Design Studio IV will pick up on DSN 416 Design Research course work and get the students started on developing a design concept for their final Capstone Project. To help manage the studio courses, more face-to-face meetings will be required than the other courses.

Tier 4 – Upper Division – Capstone Project

DSN 422   Capstone Project

In the fourth tier of the curriculum, students will demonstrate interior design skills based on the culmination of their education and experience through a special capstone project. In DSN 422 Capstone Project, students will work on a self-directed faculty-approved project based on student interests, and coinciding with research work from DSN 416 Design Research and programming, schematic and conceptual design work completed in DSN 418 Design Studio IV. Students will fully develop their design project, creating contract documents and presentation materials, for a final written, visual and oral presentation to students, faculty and industry members.

Credit Budget

Students entering BASID will have earned a minimum of 90 credit towards an associate degree. The total credit load for the BASID degree is 90 credits of upper division course work, plus any coursework required during the Academic Bridge. Thus, the BASID degree pathway will have a minimum of 180 credits. The credit budget is broken down as indicated in Table 3 on the following page.

Table 3 – Credit Budget

		Credits
Associate Degree		90
Academic Bridge	General education courses as required (Tier 1)	0 – 25
Upper Division	Proficiency (Tier 2)	65
	Applied Design (Design Studios) (Tier 3)	20
	Capstone Project (Tier 4)	5
	TOTAL	**180 – 205**

Note: Associate's degree assumes the minimum of 90 credits

If students take full course loads (15 credits) each quarter, plus any credits required for the Academic Bridge, the program could be completed in 6 quarters. However, since many of the students are likely to be working adults, completion times may vary according to students' personal circumstances.

Delivery Model

It is anticipated that many of the students who enroll in the program will be working adults, and the delivery model for the BASID program has been designed to meet their needs. It follows a pattern common in other programs designed for working adults, with instruction delivered in a hybrid mode using a combination of face-to-face interactions and web-based tools such as online courses, assignments, and discussion boards. In particular:

- ***Online Instruction***
  The majority of the formal instruction will be provided online through asynchronous formats, and with the potential of some synchronous sessions scheduled at convenient times for a working adult, such as in the evenings and/or on Saturdays.

- ***Class Meetings***
  To reduce student and faculty time lost to commuting, classes will meet together on campus anywhere from once per quarter to once or twice each week depending on course needs. Design Studio courses and the Capstone Project will require more face-to-face meetings than other courses. Faculty will schedule these meetings which may include live lectures, guest speakers, field trips, in-class discussions, group work, one-on-one student/faculty meetings, and/or time for students to access classroom resources for assignments and projects. This will also be a valuable opportunity for students to connect face-to-face with faculty, other students, and local interior design professionals, developing a network that will help their future success.

We believe that this approach best suits the needs of our potential students who often have restricted ability to travel due to work and/or family obligations. It also reflects the increased use of web-based communications tools in today's business environment while still recognizing the need for students to develop the interpersonal skills needed to interact with coworkers, clients, and others in the workplace.

2. Qualified Faculty

2. Qualified faculty.	Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program.
	Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.

Projected Student and Teaching Faculty Numbers

The number of teaching faculty needed for the BASID program is based on the number of students to be enrolled in the program and a target student/faculty ratio of 20:1 when the program is fully operational.

Table 4 – Projected Student and Teaching Faculty Numbers

	AY 19/20	AY 20/21	AY 21/22	AY 22/23	AY 23/24
Enrolled Students (FTE)	16	20	24	28	30
Student/Teaching Faculty Ratio	11:1	13:1	16:1	19:1	20:1
Teaching Faculty – BASID (FTE)	**1.5**	**1.5**	**1.5**	**1.5**	**1.5**

CPTC anticipates small groups in the first two years, starting fall 2019, of approximately 8 new students enrolling fall and spring quarters meaning a total enrollment of approximately 16 in AY 19/20, however CPTC will be prepared to admit more, and will aim for a steady incline in enrollment over a five-year period. The BASID program is planned to teach all 4 quarters of the academic year.
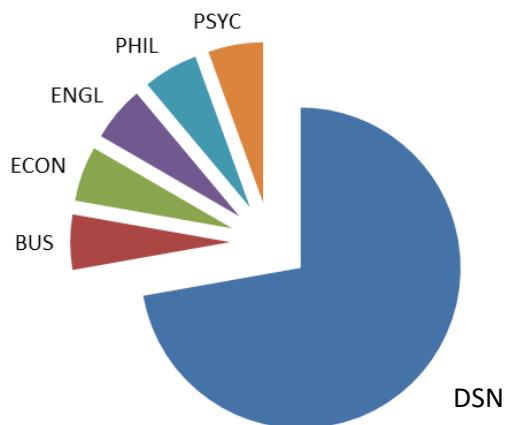

Figure 4 - Distribution of Upper Division Courses by Discipline

The majority of the Upper Division courses (13 of 18; or approx. 72%) fall into the category of Interior Design (DSN) and will be taught by faculty assigned specifically to the BASID program. This will require 1.5 FTE of teaching faculty which will be staffed using 1 full time faculty and 1-2 adjunct faculty dedicated to this program. Once the program is in full operation in AY 23/24, 1.5 FTE of BASID teaching faculty will be required to maintain the 20:1 student to faculty ratio.

The other five courses are already being taught by suitably-qualified CPTC faculty and/or by additional adjunct faculty with specialized knowledge of the subjects. All five of these courses are already offered at CPTC:

- ENGL 310 – Business Communications
- ECON 310 – Managerial Economics
- PHIL 310 – Professional Ethics
- PSYC 310 – Organizational Psychology
- BUS 310 – Project Management

Anticipated faculty assignments for upper division courses, including academic qualifications for identified teaching faculty members, are shown in Appendix E.

Lower Division courses that are required by students during the Academic Bridge are already taught by existing qualified faculty at CPTC.

Qualifications for Teaching Faculty

All full-time faculty teaching upper division courses in the BASID program will have a minimum of a Master's degree in a relevant field with at least five years of teaching and/or industry experience. Teaching experience will be preferred.

All full- and part-time faculty members hired to teach technical courses will meet the certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.

Administrative Support

The Dean's office will provide administrative support which includes:

- Class staffing
- Supervision of program faculty and program support staff
- Development of the program budget, and financial management
- Development and monitoring of best practices to support faculty and student success
- Recruitment and admissions

Admissions/Student Services

The need to provide specialized support to BASID students – particularly through the admission process – is recognized by CPTC, and resources are already in place having been implemented during the development of our BAS Operations Management program.

Library and Learning Resources

The CPTC Learning Center provides a variety of print, audiovisual and online resources to students, faculty, and staff. The general collection of books, reference materials, magazines and multi-media resources support CPTC's instructional programs. There are currently over 220 book titles and 40 video/DVDs sitting on the shelves related to interior design and architecture, many of which will support course topics in the proposed BASID degree. In addition, our students have access to thousands of eBook titles.

The Learning Center's computer lab has a collection of electronic resources including online reference databases, including ProQuest and Ebsco Host, electronic journals, computer applications, Internet

access, and a variety of assistive technologies. CPTC's library is very hands-on; professional library staff are ready to help either in the building or online.

A Design Research course has been proposed in the BASID curriculum. This is one of many opportune times within the program for program faculty to partner with library faculty to ensure library and information resources including information literacy instruction is incorporated into the curriculum at appropriate levels to ensure academic rigor and higher order thinking. (NWCCU Standard 2.C.6)

Remote access to online databases is available to students who are not on campus. In addition, Ask a Librarian is a free online reference and research help service available 24 hours a day 7 days a week, and CPTC's own reference librarian is available to answer questions via email or phone.

The CPTC Learning Center and librarian support is in place to support any specialized research, data resource and/or subscription needs of BASID students and faculty. A budget already exists to support new resource requests in our library, however we are proposing some additional funds be allocated to support the addition of the BASID program. This would particularly help in acquiring an additional database that is particularly relevant to the interior design industry, such as Art & Architecture (Ebsco), Design and Applied Arts Index (Proquest), or some other similar database. Faculty will work together with our qualified faculty librarian and library technicians to be sure our resources reflect the depth, breadth, and currency necessary to support a rigorous, upper-division program. (NWCCU Standard 2.E.1)

Data and feedback from library and program administration, faculty, and students will guide ongoing planning for library and information resources. (NWCCU Standard 2.E.2) CPTC will regularly and systematically evaluate the quality, adequacy, utilization, and security of library and information resources and services in order to ensure the rigor of upper-division program and general education course work. (NWCCU Standard 2.E.4)

CPTC aims to provide appropriate instruction and support for both students and faculty to ensure efficiency and effectiveness in obtaining, evaluating, and using library and information resources. Already I place are Library Skills Classes & Orientations upon request. Program faculty and librarians are prepared to present this instruction in person and online. (NWCCU Standard 2.E.3)

As part of the Library Leadership Council's Reciprocal Borrowing Statement, CPTC students, staff and faculty may present valid identification to gain access to circulating materials from other participating Washington Association of Community and Technical Colleges (WACTC) libraries as an alternative to interlibrary loan. As of January 2017, thirty (30) Washington State community and technical colleges in addition to CPTC participate in this agreement.

3. Admissions Process

3. Selective admissions process, if used for the program, consistent with an open door institution.	Describe the selection and admission process. Explain effort that will be used to assure the program serves as diverse a population as possible. Include specific detail for selecting and students for admittance when there are more applicants than available seats in the program.

CPTC adheres to the open access mission and values of the State Board of Community and Technical Colleges, documented in Chapter Three of the SBCTC Policy Manual. Admission requirements are flexible to allow for broad participation, but selective enough to recruit students with the greatest likelihood of success.

Information Sessions

Information sessions for CPTC's Interior Design program are presented regularly, both day and evening, and will provide prospective students with an overview of the BASID program and admission process.

Program Admission Requirements

Admission to the BASID program is open to students who meet all of the following requirements:

1. Associate degree (or equivalent) in an interior design-related discipline from a regionally-accredited institution with a minimum of 90 quarter credits, and minimum cumulative GPA across all college coursework of 2.3.

2. Intermediate Algebra or higher with a minimum 2.3 GPA, or equivalent math placement within the past 2 years, or transfer credit

3. Completion of at least 10 credits of college-level General Education with a minimum of a 2.3 GPA in each class as follows:
   - English Composition (ENGL&101 or equivalent) - 5 credits
   - Social Sciences - 5 credits

Credit may be awarded for military experience, as demonstrated through a student's military transcript, based upon guidelines from the American Council of Education. Academic credit for prior learning and experiential competencies gained through work will be assessed on an individual basis, according to institutional guidelines described in Section 11, Chapter 4 in CPTC's Policies and Procedures Manual.

Applicants must also submit:

a) A most current portfolio of interior design and/or related work (hard copy or digital submission).
b) A formal resume.
c) A 400-650 word admission essay describing the candidate's interest in the degree, his or her background and experience in the interior design and/or related industries, how completion of this degree meets his or her personal education and employment goals, his or her understanding of the commitment that will be required to complete the program, and any other information that may support entry to the program.

Selection Criteria

Complete applications will be reviewed by BASID faculty. Applicants will be selected based on the criteria listed above. Prior to reviewing applicants, faculty will design comprehensive rubrics for evaluating the portfolio, resume, and admission essay. These rubrics will ensure that a consistent and rigorous method is applied to each application equally. Draft versions of the rubrics for the portfolio, resume, and essay are included in Appendix F.

Qualified applicants will be admitted on the basis of first-received, first-admitted. If there are more applications than available slots, qualified students will be placed on a waiting list, again in the order of the dates on which their applications were received. An example of the BASID program admission selection criteria is shown in Table 5.

Table 5 – BASID Program Admission Selection Criteria

Application Requirements	Admission Requirements
Portfolio	Scores 60% or higher based on evaluation rubric
Resume	Scores 60% or higher based on evaluation rubric
Essay	Scores 60% or higher based on evaluation rubric
Cumulative College Level Associate	Associate degree with 90 quarter credits or equivalent
Degree GPA	2.3 or higher

Collaboration with CTC's and neighboring institutions

The BASID program will be accessible to students who have earned their associate degree from institutions other than CPTC. Faculty have already been approached by Highline College in south King County (which has an interior design associate degree program) about the possibility of developing an articulation agreement with the proposed BASID program. Bellevue College's Interior Design Program Chair has been serving on our Advisory Committee for the past few years, and CPTC currently holds an articulation agreement to their BAA. We have also had professors from Washington State University's interior design program in to speak with our associate degree students, and an articulation agreement has recently been solidified. We will continue these relationships and remain open to any collaborations. We believe students should have choices in their education.

Encouraging Diversity

Diversity Strategies at CPTC

Three of CPTC's Core Values[5] clearly identify the important place that diversity has in the college:

Equity We recognize that the unique needs, goals and circumstances of the individual have a direct impact on a person's ability to access and benefit from college activities and opportunities.

Diversity We celebrate the many individuals that make up our community and embrace the opportunity to learn from both their differences and similarities.

---

[5] http://www.cptc.edu/vision

Social Responsibility We commit to decisions and actions that are socially aware and make us a strong community partner.

The efforts of the college in this area are coordinated by an active Diversity Committee[6] which includes representatives from student, staff and faculty groups. The committee meets regularly to progress its work in accordance with a detailed Diversity Plan[7]. Strategies described in the plan can be found in Appendix G.

Diversity Measures in the BASID Program

In addition to ongoing work at the college level, the following measures will be adopted in the BASID program to encourage diversity.

There are two upper division courses in the BASID curriculum that will satisfy the college's diversity requirement in the degree program: PSYC 311 – Organizational Psychology and PHIL 310 Professional Ethics. In addition, the content of all other courses in the program will be monitored by faculty and the Dean of Instruction to ensure that they are consistent with CPTC's core values and diversity statement.

- Recruitment for the BASID program will be designed to appeal to all ages and genders, as well as to students of color.

- Because the BASID program will use selective admission, faculty will carefully monitor diversity in student enrollment in the program to determine the extent to which it represents the local community and to determine if action needs to be taken to change the recruitment processes.

- Efforts will be made to ensure representatives from industry partners represent a variety of backgrounds, and that speakers invited to campus will be carefully selected to encourage diversity.

---

[6] http://www.cptc.edu/diversity
[7] http://www.cptc.edu/sites/default/files/about/diversity/2016-20DiversityPlan-forsite.pdf

4. Student Services Plan

4. Appropriate student services plan.	Describe services that will be needed by the students admitted to the degree program and college plan for providing those services for baccalaureate level students. Include a description of financial aid services and academic advising for student admitted into the program.

Student Services at CPTC include all of the following services:

- New Student Orientations
- Advising-Counseling
- Workforce Funding
- International Programs
- Enrollment Services

- Outreach & Entry Services
- Student Aid & Scholarships
- Student Disabilities
- Student Life Programs
- Student Rights & Responsibilities

- Child Care Center
- Veterans Services
- Welcome Center
- Assessment Center

The Dean of Student Success is responsible for overseeing the services listed above.

Generally Available Services

Students in the BASID program will have access to all of the support, advising, and counseling services generally available to students at CPTC. Some of these services include:

Welcome Center. The Entry Services team at CPTC meets with students one-on-one to help to help them navigate the steps to get started at the college. The team can provide information about:

- o CPTC's entry steps
- o Program costs and funding options

- o Requirements for programs
- o And registration preparation

The Welcome Center has extended hours on the second and fourth Wednesday of each month to align with our Program Information Sessions and be available to those who cannot make it in during regular business hours.

Access and Disabilities Accommodations. CPTC is committed to providing reasonable accommodations for students of all abilities. Appropriate adjustments and assistive services or technologies will be provided to qualified students with disabilities during recruitment, the application process, enrollment, registration, financial aid, course/module work, counseling, and program fulfillment. A Student Disability Specialist is on duty to be of assistance.

Enrollment Services. CPTC is dedicated to making the admissions experience as simple and intuitive as possible for new students. The registration process is available online (http://www.cptc.edu/register/). Credit evaluation, transfer review, and prior learning assessment are handled by the Credentials Evaluator and Student Completion Specialist in the Office of Enrollment Services.

Advising & Counseling Office (http://www.cptc.edu/advising) provides support and direction to help students meet their academic and career goals. CPTC Counselor/Advisors provides both appointments and walk-in times to assist students and offers the following services:
- o Academic advising and educational planning
- o Career exploration resources and information

- Brief personal counseling on issues affecting a student's success, e.g. stress management, time management, study skills and adjusting to college
- Information regarding campus and community resources

Student Aid & Scholarships (http://www.cptc.edu/financial-aid) reviews applications for aid and considers students for grants, loans, work-study funding, and other awards. Students can apply, get information, monitor their applications, and view their awards online through the Financial Aid Student Portal. Appointments to meet with professional financial aid counselors are also available Monday through Friday during business hours. The office has extended hours through 6 PM on the second and fourth Wednesday of each month to align with Program Information Sessions.

Childcare Services (http://www.cptc.edu/childcare) The Hayes Child Development Center provides services for children ages four weeks to five years with a discount rate for CPTC students and staff.

Additional Services

In addition to the above listed Student Services, CPTC also provides the following to its students:

Library and Computer Labs (http://www.cptc.edu/library) are newly renovated. The library and information commons is a "one-stop" learning center dedicated to providing facilities and resources that support CPTC students, faculty, and staff. Its mission is to provide education leading to competencies that meet business and industry standards for the diverse workforce of today and tomorrow. (See page 14 for additional information about library and computer lab resources.)

My Clover Connection (http://www.cptc.edu/mycc) is a one-stop utility for managing all functions of student accounts. These include: checking email, scheduling, paying fees, dropping class, changing PIN or contact information, and viewing/ order official transcripts.

Tutoring Services (http://www.cptc.edu/tutoring) are available to help in a variety of subjects such as basic math, writing, accounting, calculus and statistics. CPTC's students also have access to eTutoring's free 24/7 online tutoring services in a variety of subject areas.

Program-Specific Services

Program Advising

Advising is the formal responsibility of Student Services staff, however they work closely together with program faculty to advise students on course choice, discuss student progress, direct students to needed resources, and assist with other program-related issues or problems.

Academic Credit for Prior Learning

The management of the Academic for Prior Learning assessment will continue to be the responsibility of the Director of Enrollment Services who reports directly to the Vice President of Student Services. Assessment of work submitted to gain credit for prior learning is the responsibility of qualified program faculty.

5. Commitment to a high quality program

5. Commitment to build and sustain a high quality program.	Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be (4) equipment, technology, and instructional resources needed for the program; and (4) anticipated revenue.
	Document the college's ability to sustain the program over time.

Financial Plan – Types of Funds

The college is committed to fund the costs associated with the launch of the program through utilizing existing college resources and college reserves, including costs associated with accreditation, recruitment, marketing, and operation for the first two years.

Student enrollment is projected to be 16 FTE during AY 19/20, and gradually rise each subsequent year until it reaches 30 in year 5. Teaching will occur in all 4 quarters.

Projected Program Expenses

Teaching and Curriculum Development

- A current Interior Design faculty has been contracted to start the development of instructional resources. Curriculum development is expected to continue through FY 20-21

- By fall 2019, one full-time faculty will be hired and designated to teach technical courses in the BASID program. By spring 2020, one full time and one adjunct faculty (1.5 FTE total) will be hired and designated to teach technical courses in the BASID program.

- CPTC currently offers BAS in Operations Management, including five 300/400 level General Education courses. Interior design faculty has reviewed these courses and believe they are appropriate for the BASID program. We do not anticipate additional teaching or curriculum development expenses associated with General Education courses for the BASID program.

Facilities

- The BASID program is a hybrid program requiring no additional facilities or equipment at this time beyond existing classrooms, instructional equipment, and computer laboratories at CPTC. We anticipate the face-to-face meetings to be conducted primarily in the evenings or on weekends in order to serve students who work during the day. These are the times when our Interior Design classrooms and computer labs are not being utilized by the students in the associate's program.

Equipment, technology, and instructional resources

- The primary software programs BASID students will need are Autodesk products such as AutoCAD and REVIT and Adobe products such as Photoshop and InDesign. Autodesk offers free education license to faculty and students in higher education. Adobe offers heavily discounted subscription to students as well. These products are already utilized by the Interior Design associate's program at CPTC; therefore, we do not anticipate an increase in software costs.

However, we have decided to dedicate a small budget in the financial plan to equipment and software in order to support any emerging technology trends and industry needs.

- The primary instructional resources needed are library materials. As stated earlier, BASID will utilize the same 300/400 level General Education courses as those offered through the BAS Operations Management program. CPTC's library already has in place budget and resources for these General Education courses. In order to support the anticipated needs and demands of the BASID program, the annual program budget includes additional funds to be used for targeted collection and resource development. The choice of specific data and reference sources to be used will be informed by the lesson planning process, but our library staff believes that the funding included in this budget will be sufficient to meet the needs of the program.

Anticipated Revenue

Table 6 shows the financial plan for the first 5 full years of the BASID program operations. Please note that revenue includes tuition, but does not include State FTE allocation. Goods and Services, Equipment and Software, and Library expenses do not include Fiscal Growth Factor for inflation. By year 3, it is anticipated that the BASID program will generate enough tuition revenue to sustain projected program expenses and contribute resources to the college.

Table 6 – Program Costs and Funding

FTE	16	22	26	28	30
	Fall-Spring only				
	FY 19-20	**FY 20-21**	**FY 21-22**	**FY 22-23**	**FY 23-24**
Full-time Faculty-BASID	44,865	63,284	67,341	72,119	77,727
Part-time Faculty-BASID	11,224	31,642	33,670	36,059	38,864
Curriculum Development	5,902	2,288			
Faculty & Staff Benefits	11,353	17,827	18,733	19,823	21,125
	73,344	115,041	119,744	128,001	137,716
Goods & Services (no FGF)	2,000	2,000	2,000	2,000	2,000
Equipment and Software (no FGF)	2,000	2,000	2,000	2,000	2,000
Library (no FGF)	4,000	4,000	4,000	4,000	4,000
Marketing	2,000	2,000	2,000	2,000	2,000
	10,000	10,000	10,000	10,000	10,000
Tuition (used trendline average)	29,986	114,624	137,549	160,474	171,936
Fees (used trendline equation)	941	4,880	6,076	7,355	8,175
	30,927	119,504	143,625	167,828	180,111
Total Cost	83,344	125,041	129,744	138,001	147,716
Total Funding	30,927	119,504	143,625	167,828	180,111
Balance	(52,417)	(5,537)	13,881	29,827	32,395

Revenue includes tuition and not State FTE allocation.

6. Program-Specific Accreditation

6. Program specific accreditation.	Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accreditation body. Include a statement of college's plan to seek accreditation through NWCCU and/or current status of college's standing to offer applied baccalaureate degrees.

Program-specific accreditation is only sometimes a requirement for graduates to be employed in the interior design industry. There are opportunities for program accreditation through the Council of Interior Design Accreditation (CIDA)[8] and the National Association of Schools of Art & Design (NASAD)[9].

> *"**CIDA** is an independent, non-profit accrediting organization for interior design education programs at colleges and universities in the United States and internationally. …committed to the ongoing enrichment of the interior design profession through identifying, developing and promoting quality standards for the education of entry-level interior designers, and then encouraging, accrediting and supporting educational programs to aspire to those standards.*

> *… More than 150 interior design programs are currently accredited by the Council, serving an estimated 20,000 students.*

> *The Council for Interior Design Accreditation is recognized as a reliable authority on interior design education by the Council for Higher Education Accreditation (CHEA). The CHEA-recognized scope of accreditation is professional-level interior design programs that culminate in a bachelor's or master's degree located in the United States and internationally."* [8]

> *"…the National Association of Schools of Art and Design (**NASAD**) is an organization of schools, conservatories, colleges, and universities with approximately 363 accredited institutional members. It establishes national standards for undergraduate and graduate degrees and other credentials for art and design and art/design-related disciplines, and provides assistance to institutions and individuals engaged in artistic, scholarly, educational, and other art/design-related endeavors."* [9]

Requirements were reviewed prior to deciding on the BASID program outcomes, course offerings, and curriculum so that if it is decided to earn a program accreditation in the future, minimal adjustments will need to be made. A minimum of two classes must have graduated from the program before it may qualify for application to CIDA, while NASAD requires that one class has graduated. Faculty and instruction deans will review and assess options for potential accreditation as the program evolves.

With SBCTC approval of the Interior Design BAS Program, CPTC will immediately file a Major Substantive Change Proposal with the Northwest Commission on Colleges and Universities.

---

[8] https://accredit-id.org/
[9] https://nasad.arts-accredit.org/

7. Pathway Options

7. Pathway options beyond baccalaureate degree.	Describe opportunities and articulation agreements for the place bound BAS graduate to continue their education onto a graduate (Master's) degree program. Detail specific discussions with public and private baccalaureate institutions (when applicable) regarding post-baccalaureate pathways for graduates.

A master's degree is not typically required by employers for most careers in the interior design industry, unless a student wishes to teach. There are no master's degree options in interior design available in western Washington. Washington State University offers a Master of Arts in Interior Design on campus in Pullman, Washington[10], and there are many online opportunities available through out-of-state institutions. Table 7 below lists just a few of these online programs. We may look into potential opportunities of developing formal articulation agreements with these institutions after the BASID program has been implemented and has quality student artifacts to provide these institutions as examples.

Table 7 – Potential Online Post-Baccalaureate Pathways

Academy of Art University	Master of Fine Arts in Interior Architecture and Design
Ball State University	Master of Arts in Interior Design Master of Science in Interior Design
Boston Architectural College	Master of Science in Interior Architecture (online/low-residency)
Brenau University	Master of Fine Arts in Interior Design
Chatham University	Master of Science in Interior Architecture
Savannah College of Art & Design	Master of Arts in Interior Design
University of Nebraska – Lincoln	Master of Science in Architecture, Specialization in Interior Design

As detailed program and lesson planning progresses during 2019, CPTC will also seek to work with industry associations such as the ones listed below in order to align the BASID curriculum with industry-specific standards and certifications which would further students' careers:

- American Society of Interior Designers (ASID) – https://www.asid.org/
- Council for Interior Design Qualification (CIDQ) – https://www.cidq.org/
- International Interior Design Association (IIDA) – http://www.iida.org/
- National Kitchen & Bath Association (NKBA) – https://nkba.org/
- United States Green Building Council (USGBC) - https://usgbc.org/

---

[10] http://sdc.wsu.edu/interior-design/program-info/master-of-arts/

8. External Expert Evaluations

8. External expert evaluation of program	The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal.
	In a separate document, provide copies of external evaluators' report or letters. Summarize the institution's responses and subsequent modification to the proposal based on evaluator's recommendations. Attach a short bio of the evaluators.

During the development of the BASID program design, CPTC has sought out, and responded to, the opinion of industry professionals at a broad range of local design firms who require their entry level interior designers to have a bachelor's degree in interior design. These firms, which include (but are not limited to) BCRA, Ferguson Architecture, Helix Design Group, and McGranahan Architects, have all voiced support of the addition of the BASID degree at CPTC.

CPTC has also sought expert reviews of this proposal from two individuals – one representing the perspective of an academic instructor and administrator from another western Washington interior design program (Bellevue College), and the second from industry, a Senior Associate and Interior Design Lead at a local architecture firm. The following are summaries of their comments and our responses. A faculty member from Washington State University's long-standing and reputable interior design program is currently working on an additional review. Copies of the evaluators' reports can be found in Appendices B-D.

Dan Beert is a faculty member and Program Chair of the interior design program at Bellevue College. He holds B.F.A and M.A. degrees in interior design, and has held several academic positions in addition to his many years of industry experience. He is an active member of IIDA (International Interior Design Association) and sits on CPTC's Interior Design Advisory Committee. The following are some comments made in Professor Beert's review and CPTC's responses and subsequent modifications.

Having developed a successful B.A.A. in Interior Design degree at Bellevue College, Professor Dan states that he is "a proponent of the applied baccalaureate model," and suggests "a South Sound option is viable." He explains that the proposed BASID at CPTC "will build a stronger community of Interior Design educators in the region, create opportunities to broaden their reach and relevance, and will benefit the region by generating a stronger regional reputation for preparing a creative workforce."

Professor Beert provided suggestions on ways to improve the language of our proposed program outcomes and alignment with the language in our course descriptions, being sure to indicate the higher-order thinking required at the baccalaureate level, as was intended. After review of Beert's specific suggestions, participation in an outcomes and assessments workshop, and a review with CPTC's Institutional Outcomes and Assessment Manager, we have modified the language in the BASID program outcomes and course descriptions to reflect the higher-level thinking intended.

Beert believes, "the overall content is sound," stating, "The curriculum is responsive to the acknowledged interior design body of knowledge established by the Council for Interior Design Qualification." He notes that, "Student services are well-established and described. This is a mature institution and program, with effective support structures in place for many years." Because of Professor Beert's experience in the BC BAA program, he warns of the "increased complexity and corresponding demand for BASID transfer advising and credit evaluation." In his experience, there is "a great deal of coordination required between faculty-department advising on acceptable transfer credits and the college evaluations office." CPTC's BASID faculty desire to have a hand in this process and are prepared to participate.

Notes related to academic relevance and rigor suggest the "courses are responsive to the body of knowledge required for contemporary practice." Professor Beert suggested the use of higher-level thinking language in the course descriptions and Tier labels, which have been modified accordingly. He also suggested thinking further about the logistics and management of the studio courses. Because of Professor Beert's academic experience, he has worked through the challenges that studio courses and capstone projects can present. He suggests that as we further develop the courses upon program approval to consider what information will be prepared and provided to the students, giving them a clear understanding of the project parameters and allowing them to complete the work within the allotted timeframe. This is a great suggestion and something we are also familiar with in the studio-like courses offered in our associate degree program. We will provide students with project parameters to help ensure a thorough understanding of requirements and completion within the course timeframe.

The proposed BASID general education requirements provide, "Excellent occupational knowledge and skills to supplement the traditional interior design topics. In addition to important business management and practice topics, Professional Ethics and Organizational Psychology are increasingly important to career success and achieving leadership positions, which aid career longevity." Based on Beert's comments, we have made it more clear in our proposal (Section 1 – page 6), and will also do so in any final literature, that qualified students may start the Tier 2 courses while taking the Academic Bridge (Tier 1) courses (when applicable). Overall, he believes the proposed general education courses is one of the "degree strengths."

Professor Beert agrees that a post-baccalaureate degree is typically not required in the interior design industry other than for teaching or achieving specialized expertise. He states that "the BASID curriculum – and especially the capstone project – provide not only an introduction to the independent inquiry of a master's degree, but also a portfolio of projects that will help them gain admission." Beert notes that industry certifications and the continuing education requirements of industry association membership "are more widely represented in industry than a graduate degree in design," and direct "students on a professional development path toward lifelong learning." He states, "The BASID provides an excellent preparation for achieving [NCIDQ] certification."

The faculty qualifications presented in the proposal provided to Professor Beert were considered, "an acceptable level of preparation for an applied design degree." On Beert's suggestion, we have added faculty assignments for CPTC's associate degree in Appendix E.

Related to enrollment, Professor Beert says, "The conservative estimate may be easily achievable." While Beert states, "Most of the proposed curriculum fits well with online or hybrid course delivery," he raises questions regarding the hybrid model for the studios and capstone courses. This can be addressed with more on-campus class meetings than the other courses. We have added a couple notes clarifying this in Section 1. He believes, "the proposed curriculum appears to address the overarching standards, and a significant number of specific outcomes," of CIDA accreditation, and highly encourages CPTC's "Interior Design department to plan on pursuing CIDA accreditation as soon as [it] are eligible." He states, "Clover Park would benefit from the BASID having such an in-depth assessment of their program." We believe Professor Beert makes a good point, and so will consider the option of pursuing accreditation sooner. In addition to preparing the program, we will need to consider the costs associated.

Beert ends his review of the Program Proposal stating, "The proposal offers a complete enough picture of the BASID envisioned by the Interior Design program and Clover Park Technical College leaders to judge it viable and relevant, comprehensive and coherent; a potentially vital resource to the region."

Lori Robbin is a Senior Associate and Interior Design Lead at BCRA in downtown Tacoma where she has worked for over 15 years. She earned her Bachelor of Science in Family and Consumer Sciences with a specialization in Interior Design from Central Washington University. She also holds her LEED AP ID+C and NCIDQ certifications. The following are some comments made in Ms. Robbins' review.

Ms. Robbin comments that "the overall concept of the degree program [is] relevant and appropriate for current employer demands," and notes some of the key components of the proposed curriculum being the BIM courses, Internship, and Business and Design Skills. In her response to the question, "Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?" Robbin states, "The breakdown of classes and requirements lend to demonstrate appropriate BS degree requirements. Not understanding the complete class breakdown it's hard to make a full determination." Course outcomes were not required for this proposal, however we have already begun developing these, and believe they do indeed demonstrate appropriate baccalaureate degree rigor.

Of particular note, Ms. Robbin states, "I appreciate the focus on business skills to support this program. A lot of BS programs do not focus on these and this will broaden a designer's knowledge coming out of school." She does also say, "When evaluating the elective offerings, I am hopeful that these will be expanded as the program grows." That is certainly the intent. When enrollment will support additional elective course offerings, CPTC will provide more options. They have been kept to a minimum to start with to ensure enrollment will support the courses being held. We look forward to having a rich and diverse set of elective course offerings.

We appreciate Ms. Robbin's feedback regarding the DSN 355 Intermediate SketchUp for Interior Designers elective. She notes that Revit is becoming more widely used in the industry for renderings. This skill can be introduced in DSN 314 Building Information Modeling II, and potentially expanded upon in a future elective course offering. In discussion with our advisory committee, we have decided to leave Intermediate SketchUp in for now, as we do still see many job postings asking for this skill.

Ms. Robbin has made a suggestion that students be required "to define an area of focus before entering Design Studio III," which "will help with their portfolio development." We like this idea, and as we

further develop course specifics, we will determine the best way to implement it. As Professor Beert noted, the studio courses need to be managed carefully. We will allow students to choose an area of focus, yet provide them with adequate project parameters to ensure they stay on track and meet course outcomes.

Ms. Robbin provided a list of courses to be considered for future program growth: 1) Construction Management, 2) ADA and Accessible Design, 3) Building Codes – Understanding the IBC, 4) Capstone Project facilitated by a Design Firm, and 5) Visual Arts classes. These are all great suggestions. We currently cover ADA and Accessible Design and Building Codes (IBC) in courses offered within our associate degree. We have discussed the idea of local design firms facilitating, or helping to facilitate, a capstone project. We like the idea of working with the community, and look forward to having discussions with Ms. Robbin and other local designers to determine if we will have enough professionals willing to participate and the best way to implement this as an option.

It has been suggested by Ms. Robbin that we "engage a community partner in the design profession to provide guest lectures or organized internship opportunities to engage students with more experts." This has been important in our associate degree program, and we will continue to make this a priority in the BASID program. Our students appreciate hearing from industry members aside from their instructors. Guest lectures, field trips, and community partnerships are all crucial in providing students with a well-rounded experience.

"My overall assessment of the program is that there is good potential to have proficient graduates leave this program and find supportive careers in the interior design industry."

WSU Faculty in progress.

Appendix A – Course Descriptions

Note: The following course descriptions do not include lower division courses that might be taken during the Academic Bridge in order to meet general education requirements. All courses listed here are 5 credits, and course numbers have not been officially assigned at this time.

Interior Design – Proficiency

DSN 310: Interior Construction & Building Systems

Examine the basic components and practices of interior construction and building systems to better understand the built environment and factors that may affect design.

DSN 312: Building Information Modeling I

Create design drawings using building information modeling software. Students will learn to navigate the software and develop a basic drawing/model for interior design.

DSN 314: Building Information Modeling II

Produce drawings with increased detail and information using building information modeling software, further exploring the program's drafting, formatting and rendering capabilities.

DSN 316: Environmental & Sustainable Interiors

Examine environmentally friendly and sustainable practices in interior design. Topics include environmental movements throughout history, building assessment methods and rating systems, local, national and international laws, energy and water conservation, indoor air quality, and the many materials and products that are available on the market today.

DSN 416: Design Research

Research a chosen design topic for increased scholarly knowledge and application to the final studio course (Design Studio IV) and Capstone Project. Students will learn about research methods such as conducting literature reviews, observations, interviews, surveys, and document reviews, then analyze and develop a summary of findings.

Business Skills (Upper-Division General Education)

ENG 310: Business Communications

Focuses on audience-oriented communication in the business environment. Course content includes writing reports, proposals, memoranda, and emails; graphical presentation of data using Excel; and developing and delivering presentations using PowerPoint and other visual aids.

ECON 310: Managerial Economics

Focuses on forecasting and estimating techniques; and on tools used to analyze projects, compare alternatives, and make sound business decisions based on economic principles such as time value of money, internal rate of return and cost-benefit ratios.

PHIL 310^{DIV}: Professional Ethics

This course increases students' awareness of ethical dilemmas that might occur at work, to show how such ethical issues are subject to management analysis and decision-making action, and to provide students with the conceptual tools necessary to identify and develop an acceptable resolution to these dilemmas.

PSYC 311^{DIV}: Industrial & Organizational Psychology

Examines how people behave and interact with each other at work with an emphasis on the way that this affects job performance. Topics covered in this course include the development of leadership skills; recruitment and retention; motivation and team building; managing change; and conflict resolution.

BUS 310: Project Management

Teaches students some of the techniques necessary to develop realistic and comprehensive project plans; identify risk areas; monitor the plans; and deal with problems. The course will also cover management of the procurement process, and communication with project stakeholders.

Interior Design Electives

DSN 350: Intermediate Photoshop for Interior Design

Create and edit interior images, drawings and renderings using Photoshop software. Students will build upon skills learned in earlier course work with the goal of increasing knowledge of Photoshop capabilities and quality of work.

DSN 355: Intermediate SketchUp for Interior Design

Develop intermediate skills using SketchUp modeling software by further exploring its modeling capabilities, and learning to import files, produce drawing layouts, and work with SketchUp plug-ins to produce more photorealistic renderings.

DSN 360: Independent Study

Further develop an area of study or technical skill to help you reach your personal career goals in interior design. Upon approval of a topic, students will work with faculty to develop a course plan, objectives, and identify deliverables for evaluation.

DSN 420: Internship

Experience the interior design industry by procuring and participating in an internship. Students will work with their internship sponsor to develop a schedule in order to complete a minimum of 120 hours of internship work within the quarter.

Applied Design: Design Studios

DSN 410: Design Studio I

Combine knowledge and skills learned throughout your design education and experience to develop a functional design solution for a given project. Students will be presented with an introduction to human-centered design which will then be applied to their work. Projects will be presented in a written report and a visual and oral presentation.

DSN 412: Design Studio II

Combine knowledge and skills learned throughout your design education and experience to develop a functional design solution for a given project. Students will be presented with an introduction to evidence-based design which will then be applied to their work. Projects will be presented in a written report and a visual and oral presentation.

DSN 414: Design Studio III

Combine knowledge and skills learned throughout your design education and experience to develop a functional design solution for a given project. Students will be presented with an introduction to global context considerations in design which will then be applied to their work. Projects will be presented in a written report and a visual and oral presentation.

DSN 418: Design Studio IV

Combine knowledge and skills learned throughout your design education and experience to an interior design project with a focus relevant to design research conducted in DSN 416. Students will consider the project site, and apply research and other collected programming information to schematics in order to develop a design concept for their Capstone Project.

Capstone

DSN 422: Capstone Project

Fully develop a design project based on research work from DSN 416 Design Research, and programming, schematic and conceptual design work completed in DSN 418 Design Studio IV. This self-directed special capstone project will illustrate the culmination of your education and experience, and include creating contract documents and presentation materials, for a final written, visual and oral presentation to students, faculty and industry members.

Clover Park Technical College

Proposed Applied Baccalaureate in Interior Design

External Review

by Dan Beert, Program Chair, Interior Design, Bellevue College

Brief Bio

Educational background
> M.A. Interior Design and Facilities Management, Michigan State University, 1995
> B.F.A. Studio Art: Interior Design, Northern Illinois University, 1982

Positions held in academic institutions
> Bellevue College Interior Design Faculty - Tenured, 2002-Present
> Bellevue College Interior Design Program Chair, 2006-2010, 2014-present
> University of Kentucky Assistant Professor, 1995-2002
> Michigan State University Teaching Assistant, 1993-1995

Positions held in design practice
> 1987-1992 The Environments Group, Chicago
> > Sr. Designer/Project Manager – Commercial: Office, Banking
> 1985-1987 Freelance Architectural / Interior Illustrator, Chicago
> 1982-1985 Shafer Associates, Oakbrook Terrace, IL
> > Project Designer – Retail

Professional memberships and service
> IIDA (International Interior Design Association)
> > IIDA Chapter Advocates Council, Northern Pacific Chapter
>
> Professional Advisory Committee – Clover Park Technical College – Interior Design

Concept and Overview

Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards?   Will the program lead to job placement?

Writing from the perspective of an Interior Design educator, coming to higher-education as a mid-career practitioner, serving on the Interior Design faculty at a tier-one university for seven years, and after fifteen years as an instructor and program chair of the Interior Design program at Bellevue College, I am a proponent of the applied baccalaureate model. Having developed a Bachelor of Applied Arts in Interior Design at Bellevue College, and after nine years in operation, we've achieved program and student success with this model. Applied baccalaureate

degrees are – in my experience – a highly successful method of addressing professional education for interior designers. This model is underserved nationwide, and addresses a host of shortcomings with degree programs offered at traditional four-year institutions.

The applied nature of the degree accommodates the discipline-specific job preparation of a professional degree. Similar professional-technical degrees, such as Nursing, offer an appropriate lens for viewing the level of technical skills, specialized knowledge from a variety of other disciplines – humanities, sciences, and business – that necessitates a comprehensively focused curriculum; one that is difficult to accomplish in traditional academic institutions that require a greater liberal arts preparation before students can begin taking the required specialized courses. At universities, a student might not begin taking foundation-level specialties until their second or third year of study, leaving less time for students to develop their professional aptitude.

The applied baccalaureate model maximizes preparation for the profession by being able to offer more specialized foundational courses from the first year of study, and provide more specialized course offerings throughout the curriculum because of the number of general education courses required is fewer than four-year schools require. The applied baccalaureate also offers a pathway for students to transition from an existing AAS-T foundation into a BAS program, or satisfy their goals by completing only the AAS-T in Interior Design.

Consequently, applied baccalaureate degrees attract non-traditional students -- those who aren't served by the four-year institutional model, which also -- typically, and in Washington -- requires moving to university/college campuses remote from jobs and family. In addition, many of those students have already completed general studies in other transfer programs or degree areas before choosing to study interior design. At Bellevue College, the non-traditional, place-bound student is the norm.

The growth in enrollment at Bellevue College, and the difficulty students from the farther reaches of the Puget Sound region face when attending our program suggests a South Sound option is viable. CPTC'S Lakewood campus is highly accessible to commuters in the South Sound region. With commute time steadily increasing, and the population of students near the Seattle-Bellevue region continuing to grow, a BASID at Clover Park Technical College will increase the level of professional preparation of interior designers in the broader region, including Southwest Washington and the Peninsula.

The expanded opportunities for continuing education for place-bound adults and other under-served populations from the South Sound region also addresses workforce education needs, including job placement, higher professional standards of practice, and a bias toward lifelong learning required to maintain professional relevance.

Given the rapid growth in the Seattle-Bellevue area of King County, it seems likely that the growth in the Tacoma-Southwest Washington area will continue. This increases the likelihood that the area is sitting on potential growth in the demand for interior designers to support the

influx of residents and businesses. The anticipated demand for Interior Designers in the region and state (Table 5. Statement of Need document), along with the increasing geographic and economic separation resulting from record growth in the region, provides convincing evidence of need for a BASID at CPTC.

Like the enrollment strength shown in FTEs for the CPTC AAS-T in Interior Design, Interior Design at Bellevue College has outperformed the overall college FTEs over the last three years reported by the SBCTC. Compared to BC, CPTC Interior Design FTEs are 13% of the BC total. This shows there's potential for growth of a program with proven success. The BC BAA in Interior Design has accepted very few students in transfer from Clover Park – rarely more than 2, and often no transfers in a quarterly application cycle.

Regarding competition for students, there are fundamental differences in approach between the Bellevue College and Clover Park Technical College programs that further distinguish the choice for students and employers in the region. CPTC focuses well on important practical aspects of interior design practice, like furniture and material specifications, creating comprehensive construction drawing sets, operating CAD software for documentation and presentation, and skills that have focused on the specific needs of industry in the South Sound region. Certificates in designing kitchens and baths, and integrating sustainable design principles allow their students to isolate these bodies of knowledge for extra emphasis in their degree studies, or to supplement their professional practice.. This model has achieved consistent success and support from the employers in the region. The faculty have been responsive in meeting the challenges and demands of their industry partners in the South Sound region.

The Bellevue College BAA in Interior Design is more architectural in its pedagogical approach and traditions than the strong occupational skill-based processes and degree path offered by the CPTC Interior Design curriculum. This intent meets the need of BC students to compete with graduates of architecture programs from around the world who seek jobs at the larger design firms in the Seattle-Bellevue area, and which participate in the international business arena.

In this sense, the proposed BASID at CPTC creates a healthy competitive environment, not a threat to the Bellevue College BAA in Interior Design. It will build a stronger community of Interior Design educators in the region, create opportunities to broaden their reach and relevance, and will benefit the region by generating a stronger regional reputation for preparing a creative workforce. Western Washington has the capacity to become a more visible and viable center of design excellence, and that will happen only if the higher-education opportunities support the need that's now, in large part, being met by graduates from outside the state.

The Statement of Need document concludes by citing the "unique opportunities" the BASID will create for its graduates, and that will, in the future, "become one of Clover Park's signature

academic programs. Based on the current faculty and program, and familiarity with our Interior Design baccalaureate evolution on another SBCTC campus, I'm sure that this will prove true.

Degree Learning Outcomes
Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?

The distinction between Education vs. Training – as described as program priorities in the Needs Assessment document – is at the core of baccalaureate degree outcomes. Specifically, higher order thinking, including the ability to analyze, synthesize and evaluate one's professional development needs, not just follow prescribed training methods, is an appropriate way of framing the BASID program's priorities. The level of achievement described in the introduction to the proposal specifically mentions independent and critical thinking outcomes.

> Mentored study design studios and a capstone course will be used to develop students' independent thought and critical thinking skills to the level expected in a baccalaureate degree.

However, the wording of the learning outcomes and course descriptions presents inconsistencies that the program should address in their proposal, developing the learning outcomes and courses with attention to the language of higher-order thinking representative of a baccalaureate education.

Based on B. S. Bloom's taxonomy of educational objectives, learning outcomes can be separated into two tiers. Language specific to these achievement levels provide a model for writing learning outcomes that effectively rise to the level of upper-division courses – 300 and 400 level courses in a baccalaureate degree.

Learning outcomes that assess foundation-level knowledge and skills:
- **Knowledge** (remember previously learned material):
  compile, define, identify, label, list, name, recall, state
- **Comprehension** (grasp the meaning of material):
  describe, discuss, explain, locate, paraphrase, give example, summarize, recognize, translate
- **Application** (use learning in new and concrete situations):
  apply, carry out, demonstrate, employ, illustrate, diagram, perform, prepare, solve, use

Learning outcomes that assess upper-division course content must include:
- **Analysis** (understand both content and structure of material):
  analyze, categorize, characterize, compare, contrast, differentiate, discriminate, generalize, outline
- **Synthesis** (formulate new structures from existing knowledge and skills):
  create, combine, construct, design, develop, generate, plan, organize, propose, compute, formulate

- **Evaluation** (judge the value of material for a given purpose):
  assess, conclude, critique, evaluate, interpret, predict, judge, justify, select, prioritize, rate, recommend, select, support

Not all program outcomes presented rise to the level of analysis, synthesis and evaluation which -- following Bloom's Taxonomy -- distinguish upper-division course outcomes from lower-division outcomes. A capstone project will, as described in the proposal, achieve baccalaureate outcomes. Thus, the program outcomes should also include this capstone-level objective. The capstone experience embodies critical thinking, independent analysis, synthesis, and evaluation of a topic.

Suggest, also, considering the presentation order of the proposed levels, based on the curriculum structure. Write and organize the outcomes list to follow the preparation, skill, application, and capstone levels.

Look at the course descriptions in Appendix A, too, and make sure to include some mention of higher-order thinking. Not hard to do, considering that the design process includes analysis, synthesis and evaluation. Words like "foundational" imply basic outcomes. While these are certainly present in any level of coursework, some indication of higher-order thinking should also be included in the descriptions. How do these courses build on the foundation skills and knowledge students gain in the first two years of the program? Also, review the language to ensure that outcomes are described in measurable ways – removing "demonstrate", for instance, from the Capstone description.

Reviewing the outcomes provided, I've provided some examples of how these might address upper-division learning outcomes. While I did not comment on all of the outcomes, all of the outcomes presented address relevant learning outcomes. But I recommend that you look over the suggestions I've provided and evaluate whether or not you wish each outcome to address only fundamental-level outcomes or combine AA/BAS levels. Or whether some of the outcomes might be effectively combined. For instance, outcomes 11 and 12 address differences in presentation context, but relate closely. The outcome, in either case is effective communication.

Outcomes 3 & 6: In general, avoid "demonstrate" as an outcome. Move from "demonstrate an understanding of . . .," which is difficult to objectively assess, to a more specific action:
These questions may help:
- What do faculty typically ask students to do when "demonstrating their understanding"?
- What "product" (loosely defined—the demonstration may be the activity itself) results from doing this action?
- Is there an action verb that better describes either of those? For instance, these verbs relate to "comprehension:" describe, discuss, explain, locate, paraphrase, give example, summarize, translate.

Outcome 4: Apply the principles of environmental sustainability as they relate to interior environments.

- Evaluation required for relevant application.
- "Critically evaluate and apply principles of environmental sustainability relevant to specific interior design project contexts."

Outcome 5: Create functional design solutions that effectively integrate furnishings, finishes and other interior products.

- "Creation" is synthesis. What designers create must also be effectively *communicated* (work product; production is synthesis), which is itself a creative act. What is created/solved and presented must hold together and follow a plan, intent, or concept.
- Combine the two creative acts and eliminate outcome 11?
- "Create and effectively communicate functional solutions that integrate furnishings, finishes and other interior products into a cohesive design proposal."

Outcome 7: Employ current codes, standards, and design guidelines to promote the health, safety and welfare of building occupants.

- In order to employ building codes, it's necessary for them to analyze the project context. Occupancy type, building type, occupant load, jurisdictional differences, must all be analyzed before identifying the applicable code.
- "Analyze given project conditions and identify the relevant current codes, standards, and design guidelines required to promote the health, safety, and welfare of building occupants."

Outcome 10: Work cooperatively to develop team consensus building skills, understand roles within a team, and adhere to project timelines.

- Understanding is demonstrated how?
- "...skills, *recognize and perform* roles..."

Curriculum Alignment

Does the curriculum align with the program's Statement of Needs Document?

Curriculum Structure

The tiered structure of the proposed BASID is an effective concept that supports the Statement of Need document. Comments on Tier 1, the lower-division general education requirements, is addressed in the General Education Requirements section of this review. Tiers 2-4 are the core of the Interior Design BASID curriculum, and its overall content is sound. As noted in the proposal, the curriculum is responsive to the acknowledged interior design body of knowledge established by the Council for Interior Design Qualification. This CIDQ definition of the profession contains some excellent higher-order outcome language that could be incorporated into the program outcomes.

Admission Process

The admissions process described in the proposal is a significant factor in aligning the curriculum with the student population it's intended to serve. Establishing a transparent and

equitable process for reviewing qualifications for admission ensures that students who are admitted have the necessary preparation for success in upper-division coursework.

Consideration of military service and prior learning experience effectively addresses two areas of program accessibility which will benefit under-served populations, inviting a more diverse applicant pool, while providing procedures to follow.

Evaluation criteria are well-considered, and calibrated appropriately to the program and institutional mission. It helps ensure objective, unbiased evaluation of student learning outcomes and achievement – both in qualifying credentials and portfolio. Program capacity is considered, and procedures are in place for limiting enrollment – should that be necessary. Including this in the published application requirements and procedures will provide transparency. This will also ratchet up student anxiety about the process, which helps motivate them to maintain good grades, as well as produce and present a competitive portfolio of work.

Managing a waiting list will require some trial and error. Do students get bumped if they postpone acceptance in subsequent quarters? Is there a time duration involved? What happens if new students are waitlisted behind students with poorer grades or portfolio? Fairness or quality? The issue of exclusivity may arise when these situations occur.

Diversity Strategies
Effective institutional strategies in support of diversity.

Two required courses address the college diversity requirement, recruiting for an inclusive student body, and a diverse representation on the professional advisory committee are excellent responses to the issue of diversity in the program.

Regarding the selective admission comment on page 19, it's unclear, on the first reading this statement, the causative relationship between selective admission and the need to monitor diversity. Clarify whether or not diversity will enter into the selective admission process. Is it because of the selective admission that the BASID program needs to "carefully monitor diversity in student enrollment?" There is a difference between monitoring to determine the need to attract a more diverse student body and provide pathways for their success, versus needing to admit students based on a need to maintain a diverse student body. The statement specifically mentions action to change recruitment processes, which seems appropriate. It might be wise to mention that data from the "selective admission" process provides a means to monitor diversity in student enrollment. In any case, this statement is something for further discussion at your institution.

Student Services Plan
Student services are well-established and described. This is a mature institution and program, with effective support structures in place for many years. Based on experience in the BC BAA program, the only area of concern is increased complexity and corresponding demand for

BASID transfer advising and credit evaluation. See additional comment on Program Specific Services.

Program-Specific Services

Does the college office provide or have expertise to provide advising to BASID students? Highly specialized knowledge involved, particularly regarding BAS transfer and enrollment advising. A great deal of coordination is required between faculty-department advising on acceptable transfer credits and the college evaluations office, before BAS admission can be approved and students are properly coded as BASID students. Increasing graduation evaluation needs will be created by the degree. Does the college have credential evaluators dedicated to BAS programs, or plan to assign them? Is the projected size of the program manageable with existing support services?

(Interested in seeing how proposal addresses eLearning. The hybrid format, and promoting "the adoption of web-based and mobile technology tools for eLearning online student services.")

Academic Relevance and Rigor

Do the core and elective courses align with employer needs and demands?   Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?

Tier 2 - Skill-Building.

No issue at all with the level suggested by the Tier 2 *topics*, which are very responsive to employer demands and relevant industry knowledge and skills. Regarding appropriate rigor, these courses must go beyond simply recalling, understanding, and applying knowledge.

As addressed in the Degree Learning Outcomes section, all 300 and 400 level courses must have upper-division course outcomes characterized by higher-order thinking, going beyond fundamentals. Labeling Tier 2 as "Skill-Building" suggests foundation-level outcomes. AA-level courses are about skills. BAS-level courses should go beyond fundamental levels, and be more intentionally labeled to suggest upper-division outcomes.

Skill-related words that go beyond fundamental levels and might be used as a Tier 2 label: mastery, capability, expertise, proficiency.

The five proposed Interior Design Skill/Knowledge courses are responsive to the body of knowledge required for contemporary practice, and also include good preparation for the learning activities in the upper-division design studio and capstone projects.

Comments on the proposed Tier 2 upper-division general education courses are addressed in a later section of this review.

Tier 3 - Application.

Continuing the critique of outcome levels based on Bloom's taxonomy, "application" is a foundation-level learning objective. While the Tier 3 design courses described later in the

document involve applying knowledge and skills to specific interior project types, there is synthesis, always, at this level of design. This is where students synthesize their interior design, business, and elective studies to create relevant design solutions. This also introduces more evaluation, through critique, analysis of precedents, and selecting appropriate solutions using evidence-based design methods. Definitely beyond mere application.

"Design" is a form of synthesis. Could Tier 3 be labeled simply, *Design*, or *Applied Design*? This acknowledges baccalaureate level outcomes, as well as the applied degree.

Suggested rewrite of Tier 3 description on page 5 of the proposal document, to address *upper-division outcomes*:

> "Consists of four faculty-mentored Design Studio courses which provide students with *project-based learning* in areas of professional interest, *formulating design solutions* that *integrate* fundamental knowledge and skills."

Regarding the Tier 3 upper-division studio courses, this highly personalized approach to academic inquiry, coupled with an overarching selection of themes is intriguing. Granted, some of this detail can only be worked out once the program is approved and funding released for curriculum development, but questions about how this will be managed might have been addressed for the reviewers.

Is it manageable to supervise what amounts to separate thesis projects in the first three studios? How will the students choose a topic? Will the faculty/program prepare any materials for students to use in each of the suggested topic areas? For instance, a selection of clients, programmatic requirements, and buildings suitable for each specialty? This would be similar to how design competition materials are prepared and presented. If not, how will students select a building, choose achievable project parameters, or create programmatic requirements - all within a limited time frame? Will they narrow the focus each quarter to a selection of topics, rather than all of those suggested - or brought to class by the student? Do students vote ahead of time so that faculty know prior to the start of the first three studios what materials to prepare?

In managing a capstone studio project over two quarters in the BC BAA program, as the proposed DSN 418/422 course sequence also suggests, nearly the entirety of the first 11-week quarter is devoted to developing and focusing the thesis topic, creating the occupant/client profile, choosing a suitable building and space, and developing spatial organization diagrams. Considering the wide variety of topics suggested in the proposal, it's difficult to conceive of how each student in DSN 410, 412, and 414 can choose an independent design topic and achieve the design outcomes in one session without some level of prepared project materials. It would require considerable flexibility, preparation, and time for an instructor to manage a dozen different project types in one studio. This could use further explanation, if there's a solution in mind, I'm curious to hear how this might work. If this has not been addressed yet, I'll be interested in discussing how these issues might be addressed.

Tier 4 – Capstone Project.
Suggested rewrite of Tier 4 description on page 5 of the proposal document:

To show that Tier 4 Capstone reflects preparation for students wishing to pursue graduate-level study, "research and application" could be explicitly defined to address these outcomes. For instance, "…organizing and managing an independent inquiry; conducting an evidence-based design process; selecting appropriate furnishings, fixtures, finishes; and producing a cohesive and comprehensive presentation that communicates a design intent."

This is consistent with similarly envisioned outcomes achieved in BC's BAA Capstone studio sequence.

Regarding the DSN 422 Capstone Project description, some suggestions. A shared language and methodology for talking about and creating a successful capstone project will be required. Limitations will need to be anticipated and enforced. It's very easy for students to get carried away with project ideas that are difficult to realize - based on time and expertise, or for them to not realize the potential of a two-quarter design process by focusing on a mundane, overly functional project that fails to motivate a student. Both of these scenarios challenged the BC BAA program faculty in the first several years of the program. Keeping students on an achievable and inspiring path to a successful capstone experience will keep faculty on their toes, but the results are worth the effort. Codify the process and the terminology so that everyone is sharing a common language and expectations; so that even with a wide range of projects being pursued, there's a structure to the process that leads to a unified effort, a reliable methodology, and a sense of community in the shared experience. Even if they are talking about different project design parameters, they can all talk about their design process in the same way.

General Education Requirements

Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?

Yes. The upper-division general education courses in the proposed BASID effectively piggy-backs on courses already offered in the BAS Operations Management curriculum. Excellent occupational knowledge and skills to supplement the traditional interior design topics. In addition to important business management and practice topics, Professional Ethics and Organizational Psychology are increasingly important to career success and achieving leadership positions, which aid career longevity.

This should promote interdisciplinary collaboration among both faculty and students of the departments involved. It also provides qualified instructional support, building on the existing BAS program's resources and experience.

The lower-division general education courses align with requirements necessary to foster transferability to other institutions, as well as ensuring a solid liberal arts foundation.

The Academic Bridge concept is a thoughtful and considerate pathway to student success, though it appears to anticipate a specific transfer situation at CPTC that we have not encountered at Bellevue College.

The proposal suggests that a student wishing to transfer from another college to the BASID would be required to complete the additional 25 credits of general education before being allowed to enroll in the Tier 2 courses. If so, I question whether or not it's unusual for a student transferring to CPTC with a terminal AA degree *not* to have more than 10 credits of applicable gen ed credit. For those who don't, this could add a couple quarters to the degree completion, making the BASID an eight quarter sequence.

In eight years of admitting students to the BC BAA, we rarely find a student with a domestically-issued college degree needing more than a couple specific general education courses to match our degree requirements. Thus, our academic bridge for transfer degrees is built into the first year of their BAA curriculum plan.

If, however, a student transfers to the program without an AA degree (or has an international degree with few acceptable gen ed credits), we require that they complete the general education requirements prior to being admitted to the BAA.

Overall, this area is one of the proposed BASID degree strengths.

Preparation for Graduate Program Acceptance

Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?

The opportunities and need for post-bac study in interior design is accurately described in the proposal. It is not typically required, nor are there many options for graduate studies in this discipline, particularly in the Pacific Northwest region.

However, some students may wish to pursue a master's degree in related fields, such as architecture, landscape architecture, industrial design, or urban planning. Most graduate programs in these areas offer non-traditional pathways for students with bachelor's degrees in related areas, often requiring students to take selected upper-division baccalaureate coursework as preparation for post-bac study. In addition, many graduate programs rely on students to craft an individualized course of study that may build on their interior design education. In that context, the BASID curriculum - and especially the capstone project - provide not only an introduction to the independent inquiry of a master's degree, but also a portfolio of projects that will help them gain admission, should they wish to pursue post-bac studies.

The proposal mentions an MOA with Western Governors University MBA program. This provides evidence of preparation for master's degree in a related field – many interior

designers are sole-proprietors or working in firms that rely on all staff to participate in managing and marketing the business.

Industry certifications and the continuing education requirements of professional organization memberships also directs students on a professional development path toward lifelong learning. A significant pathway in this category is professional certification through the Council for Interior Design Qualification, and the NCIDQ exam. The BASID provides an excellent preparation for achieving this certification. Other pathways include Leadership in Energy and Environmental Design (LEED) certification, with credentials as a Green Associate or a specialized certification in Interior Design + Construction.

These industry-standard credentials are more widely represented in industry than a graduate degree in design, which is typically preparation for teaching, achieving expertise in a highly specialized area of interior design – like historic preservation, or transitioning to an allied discipline, like architecture.

Faculty
Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?

Faculty Qualifications
Minimum qualifications of master's degree and five years teaching and/or industry experience for all BASID course instructors presents an acceptable level of preparation for an applied design degree. Offering the "and/or" combination of teaching and industry experience suggests caution should be exercised. Candidates likely to receive higher ratings should have a balance of experience. Candidates with only teaching or only industry experience might be less desirable, overall, but leaving the door open to a wider variety of candidates allows for those presenting other attributes that uniquely address program needs.

Regarding the number of BASID faculty listed in Appendix E, though the proposal is only for the BASID, it would help to understand the AAS degree teaching assignments, too. The department will be managing a four-year curriculum, so it would help to explain the context including AAS instructor assignments. While it appears these instructors teach only BASID courses, will they also be teaching any AAS courses, for instance? How many AAS/BASID courses will each instructor teach each quarter? Knowing how the program plans to make AAS course assignments would affect the analysis of having sufficient instructional support.

Adequate Faculty Numbers
Given the current size of the program, the projected SF ratio of 12:1 is reasonable, and in line with design class size standards at schools around the U.S. In fact, it's a little below the typical, which I think is 18:1. This provides a manageable and effective number of students, particularly for the level of student independence proposed in BASID design studios. The S/F ratios for the

AA and BAA Interior Design programs at BC are 18:1 and 13:1, respectively, averaging 16:1 inclusive.

Resources
Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?

Managing Growth

Offering a pathway for alumni to return for a baccalaureate degree will have a demonstrable effect on their career advancement. This pent-up demand is something the program and institution should plan to accommodate. It may result in increased demand for advising, not to mention higher than anticipated enrollment in the first years of the program.

The proposal anticipates a steady increase in enrollment over a five year period. BC-INDES experienced the opposite effect. Due to current students wishing to continue their studies, and pent-up demand among AAS graduates, on implementing the new BAA, the program experienced high demand the first three years before tapering off, then growing steadily in the past three years. CPTC may want to consider what to do if this occurs. Do they have the capacity? Will they limit enrollment for the benefit of testing the curriculum and building the capacity to manage the new degree program?

The "conservative" estimate may be easily achievable. Even in an economic downturn, demand for the BC program was strong, with many displaced workers returning to retool their skills through Worker Retraining programs.

Have the departments offering the business and management-related upper-division general education courses confirmed that projected number of BASID students will find room in these classes?

Outreach Efforts - Surveys

Has CPTC provided institutional support for preparing and administering the student survey, as well as tracking alumni? A tracking and survey distribution mechanism and reporting structure requires institutional support. The department needs a way to roll this data into on ongoing assessment and program review process. Similarly, surveying alumni employers may require an outside agency for distribution and administering the survey. Consider whether local chapters of professional organizations can provide an email list, or include a link to the survey in one of their regularly scheduled announcements.

Deliver Model

Regarding the Delivery Model, which proposes relying on a hybrid approach with the "majority of the formal instruction" provided through online, synchronous and asynchronous formats, there's insufficient description provided to convince this reviewer that this will be effectively carried out.

Is this delivery model solely for and inclusive of all courses in the BAS curriculum, not the AAS program? If so, this could address the questions I have about whether there's room to add studio classes when both existing classrooms appear occupied already by the AAS courses.

Also, the number of on-campus class meetings is presented ambiguously. The proposal mentions a range of options, but fails to provide guidance on the type of courses that would meet "once per quarter to one time per week depending on course needs." Details will need to be worked out, of course, but more clarity should be provided.

Most of the proposed curriculum fits well with online or hybrid course delivery, but I question how appropriate the hybrid model would be for the Tier 3 design studios and Capstone studio.

Offering a hybrid design studio that meets once per week presents challenges. Is the typical student-faculty critique interaction – particularly with individual projects – effective use of once-weekly class time, or is it handled through online interaction, or written critique?

It's easy to envision an entire class period on campus devoted to presentation and discussion, or individualized critique sessions. Not both.

Hybrid delivery would rely heavily on creating online instruction with good resources, high interaction, and multimedia capabilities for content delivery and collaborative learning. While online design studios exist at some schools, it is difficult to replace the benefits of the learning community created by the frequent face-to-face interaction of a studio classroom that mimics what most will experience in a design office. The Interior Design AAS-T program has a record of success in this, and wouldn't argue with that observation.

Perhaps the most viable option for online studio classes is offered by the Academy of Art University. But this succeeds in large part because of the institutional commitment to online degree delivery – which is extensive, persistent, and well-funded.

Absent an appropriate commitment to develop and support excellence in online design studio education, an investment in facilities, along with a weekend or evening option might offer an additional way to address student time obligations for studio course attendance.

Administrative Support
This appears to address minimum requirements, but insufficient data to evaluate further or make recommendations. Assuming that existing support will be sufficient, so long as it's currently operating effectively.

Admissions/Student Services
Anticipated need, particularly for the BASID admission process, is wise. Program and institution benefits from BAS Operations Management having worked through the issues involved.

Library and Learning Resources
Proposal appears to address minimum requirements, but without an actual visit there's insufficient data to evaluate further or make recommendations. An appendix with some facts

about library holdings, specific design-related databases and reference materials, and computer applications would be helpful.

College Commitment to High Quality Program

Financial Support. I am unable to adequately address the viability of the financial plan. However, based on Table 7, it appears the college is planning to provide considerable financial support in the first two years to back up their commitment to a start-up program.

Facilities, Equipment, and Instructional Resources. It would be helpful to provide evidence to convince reviewers that the facilities and equipment are sufficient to manage the increased enrollment and demand for resources - even with a hybrid instructional model. Floor plans, room assignments, equipment lists, and class schedules that include both the AAS and BASID classes would make for a more convincing argument. I'm not convinced that the benefits of a hybrid model outweigh the ability to deliver quality instruction. Have funds been targeted to support online course development and instructional design? As mentioned earlier, instructional support for developing and maintaining excellent online instruction -- particularly for the design studio courses -- is a concern, and it's unclear whether the college has included that cost in their projections of financial support required. It might also be helpful to know whether or not expanded facilities have been discussed - even as a future option.

Program-Specific Accreditation

The BASID proposal team showed good foresight by reviewing accreditation outcomes as they built the curriculum. Though, with over 100 institutional, program, and learning expectations outlined in the CIDA Professional Standards, it's beyond the scope of this proposal to demonstrate compliance with all of the standards, the proposed curriculum appears to address the overarching standards, and a significant number of specific outcomes. In addition, many of the criteria for SBCTC review related to program and institutional structure and support are similar to standards that CIDA evaluates in granting accreditation.

CIDA accreditation happens on a six-year cycle, with a midterm evaluation. As an institution, Clover Park would benefit from the BASID having such an in-depth assessment of their program. At BC, the rigor of this process essentially addresses the college's program assessment criteria, and goes much further than other programs in its course assessments.

I would highly encourage the Interior Design department to plan on pursuing CIDA accreditation as soon as they are eligible, and both the program and college are prepared to engage in this process. It will require college resources to achieve and maintain accreditation, including yearly fees, the cost of hosting a visiting team every six years, and the time required of faculty and staff to conduct the assessment, assemble a program analysis report, and prepare an exhibit of student work for the visiting team.

Though NASAD accreditation is noteworthy, it is also a less ambitious and rigorous accreditation process. CIDA is the gold standard of Interior Design program accreditation.

Membership and Advisory Committee

Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?

Yes and yes. It's been a privilege to serve Clover Park's Interior Design program and students as a member of the Advisory Committee. The faculty have high expectations for their students and work diligently to partner responsively with members of the local industry to achieve mutual success. They've solicited input and graciously listened to recommendations. I joined the advisory board to have a forum for sharing lessons learned from the BAA program at Bellevue College, after seeing a number of AAS-T graduates' portfolios and working with these students in our program. The faculty have always been great collaborators and eager to share strategies for student success in both of our programs. This proposal reflects input from many conversations with the entire advisory committee. It also aligns closely with the successful general structure of the Bellevue College BAA, with characteristics that are uniquely tailored to their region, program, faculty and students. Many advisors, including students, contributed to the proposed BASID.

Overall assessment and recommendations

This is an ambitious and well-considered proposal, based on years of experience delivering a high-quality AAS-T in Interior Design, in partnership with other departments at Clover Park and in the local design community. The proposed BASID builds on and enhances the existing program, while offering some innovative changes that would energize the program and students.

The curriculum offers a vital and relevant preparation for professional practice, integrating specialized knowledge from multiple disciplines with a series of individualized design studio course where applied design can be practiced. Upon better aligning the written learning outcomes and course description with their vision of an upper-division course of study, the vision is coherent and appropriately rigorous for a baccalaureate degree.

Clover Park Technical College is uniquely positioned to offer the BASID. It has a history of working with and promoting the Interior Design program, giving assurance that student services will continue to support student success. The proposed degree addresses and welcomes several under-served populations that are becoming increasingly place bound by economics and regional gridlock. The South Sound is emerging as a viable creative hub, with an influx of businesses and residents who will benefit from a strong design presence and the creative capital it generates.

The faculty are qualified by experience and education, and have a proven they're capable of managing the complex curricular requirements of the discipline, remaining informed and current in their knowledge, and offering a high-quality educational experience that leads to employment. That they've done this with an associate's degree program is testament to the

existing rigor of the curriculum they've created. It bodes well for what they can accomplish with an additional two years of upper-division curriculum offerings.

There are some areas where additional data or explanation would make it easier to envision the workings of the program they plan to implement. Do they have a realistic plan for utilizing existing space and equipment? Is there necessary support to make a hybrid delivery model a sustainable and highly effective instructional space? How are teaching loads distributed among faculty teaching in both AAS and BAS programs? Has pent-up demand from alumni wishing to return for a BAS been accounted for in the projected enrollment growth? Will there be adequate support to manage advising and evaluation during and after the admission process? What are the library holdings related to Interior Design? What details of the proposed upper-division studio curriculum management has the faculty worked out, beyond what's presented in the proposal? Is the proposed individualized studio project model sustainable? If so, how is it managed? Do they have a curricular model to follow – a proven or proposed methodology – for the capstone experience?

Every proposal is a test. It requires deciding how much detail is necessary, working with the time and resources available, and coming up with the best thinking possible within the constraints. Like any design process, this went through many iterations before the one sent for review. If approved, it's inevitable that details will emerge that weren't anticipated, and further iterations will occur as the program is rolled out. In this sense, design is never really complete. I'm confident that answers to the questions raised here can and will be addressed in the next iterations. The proposal offers a complete enough picture of the BASID envisioned by the Interior Design program and Clover Park Technical College leaders to judge it viable and relevant, comprehensive and coherent; a potentially vital resource to the region.

Appendix C – External Expert Evaluation: Lori Robbin, Senior Associate, Interior Design Lead, BCRA

College Name:	Clover Park Technical College	BAS Degree Title:	Bachelor of Applied Science in Interior Design
Reviewer Name/ Team Name:	Lori Robbin, BCRA	Institutional or Professional Affiliation:	NCIDQ
Professional License or Qualification, if any:	NCIDQ, LEED AP	Relationship to Program, if any:	NA

Please evaluate the following Specific Elements

a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?	
	Comment	

The overall program is relevant an appropriate for current employer demands. Some of the key components are the following:

1. BIM Knowledge and ability to utilize the program for drawing development. 2D CAD is being phases out
2. Internship
3. **Business and Design Skills**

With the development of this curriculum into a bachelor's program will lead to job placement in the local and regional marketplace.

b)	Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?
		Comment
		The breakdown of classes and requirements lend to demonstrate appropriate BS degree requirements. Not understanding the complete class breakdown its hard to make a full determination.
c)	Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?
		Comment
		The curriculum fulling aligns with the Statement of Needs document that was provided for review and consideration.
d)	Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?
		Comment Core Courses 1. I appreciate the focus on business skills to support this program. A lot of BS programs do not focus on these and this will broaden a designer's knowledge coming out of school. Elective Courses: When evaluating the elective offerings, I am hopeful that these will be expanded as the program grows. 1. Independent Study: It's nice to have an offering to allow for students to explore different avenues of Interior Design and stick guidelines should be set for what is inclusive so that it is meaningful and beneficial to their growth and development. 2. Intermediate Sketchup: Rendering options are rapidly changing in the industry and employers want entry level hires to have the knowledge of the latest programs. Sketchup is not highly used and is limiting in that it's a separate program them Revit. Rendering skills can be highly developed in Revit and then they are tied to the construction documents and are not a separate development tool. Plugins can be used for

VR and programs like EnScape and provide life renderings to communicate design intent to clients. I would look at ways to address the digital tools that are used in the program.

The upper level courses are in alignment with other BS programs, to my knowledge. I would recommend students having to define area of focus before entering Design Studio III. If they want to pursue a career in commercial design in an architectural firm, for example, focusing on projects related to that field will be more beneficial vs. doing a residential kitchen design project. Having them focus in the last two studio sessions will help with their portfolio development.

Additional courses that could be considered for future program growth:

1. Construction Management
2. ADA and Accessible Design
3. Building Codes – Understanding the IBC
4. Capstone Project facilitated by a Design Firm
5. Visual Arts classes

e) General Education Requirements	Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
	Comment It seems like some basic level of math needs to be part of the general education requirements because you use math everyday as a designer. The rest of the offering seems supportive to the program.
f) Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
	Comment I think the proposed program provides a great basis of understanding of interior design. I am not aware of typical requirements to enter graduate degree programs and can't fully comment.

g) Faculty	Do program faculty qualifications appear adequate to teach and continuously improve the curriculum?	
	Comment Yes, the faculty qualifications appear to be adequate to teach and improve the curriculum. To expand the curriculum, they may want to engage a community partner in the design profession to provide guest lectures or organized internship opportunities to engage students with more experts.	
h) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?	
	Comment From what I am seeing, yes, but have not interfaced with these services in person to have a full understanding.	
i) Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?	
	Comment I am not able to respond to this question.	
j) Overall assessment and recommendations	Please summarize your overall assessment of the program.	
	Comment My overall assessment of the program is that there is good potential to have proficient graduates leave this program and find supportive careers in the interior design industry. I think blending in more technical electives with visual arts classes can make this an even more robust offering. Keeping those elements in mind during the independent study offerings, I think graduates will be successful when they leave this program.	

Reviewer Bio or Resume

Lori Robbin is a Senior Associate and the Interior Design Lead at BCRA, a multidisciplinary design firm with offices in Tacoma and Seattle. As the Interior Design Lead, Lori leads the interior design group and collaborates with architects, engineers, experiential designers, and landscape architects on the design of schools, restaurants, and YMCAs. Her approach is one that prioritizes service to both her clients and their end users, and she has extensive experience providing solutions to public, private, and non-profit projects. Her goal for every project is to build trust and respect amongst all team members in order to develop a vision and consensus. Over her 15 years of experience, Lori has worked with clients and consultants to design invigorating spaces that are agile and inclusive. Educated at Central Washington University, Lori is NCIDQ-certified and a LEED Accredited Professional.

Appendix D – External Expert Evaluation: Faculty, WSU

In progress. The review is currently being completed by either Matthew Melcher, Associate Professor & Program Head, Interior Design, or Robert Krikac, Associate Professor, Interior Design.

From: Krikac, Robert J
To: Watts, Julie
Cc: Vielle, Carrie L; Melcher, Matt
Subject: [EXTERNAL] Re: CPTC BAS Interior Design Program Review
Date: Thursday, January 24, 2019 4:54:57 PM
Importance: Low

Thanks, Julie. Matt and I will take care of this.

Best,

Bob

From: Melcher, Matt
To: Watts, Julie
Subject: [EXTERNAL] Re: BAS Interior Design Program Proposal Reviewer
Date: Tuesday, January 22, 2019 5:30:45 PM
Importance: Low

Hi Jule,

Yes, we will provide the review as requested. I'm thinking I may have another faculty member do this - otherwise I will take care of it myself. Do you need to know who will perform the review now, or do you just need our confirmation of commitment?

Best,

Matt

Matt Melcher
Associate Professor
Program Head, Interior Design
School of Design and Construction
Washington State University
melcher@wsu.edu

c 509.590.3660
p 509.335.1737

Appendix E – Faculty

Key faculty members are listed below. The faculty and administrators responsible for technical courses will meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code WAC 131-16-094.

BASID Faculty

Faculty Name	Credentials	Status	Course(s)	
Julie Watts	M.S, Interior Design Ball State University (expected grad. July 2019) B.A., Music Education Pacific Lutheran University AAT, Interior Design Clover Park Technical College NCIDQ, LEED Green Associate NEWH	Full Time (Tenure Track)	DSN 310 DSN 312 DSN 314 DSN 316 DSN 416 DSN 350 DSN 355	Interior Construction & Building Systems Building Information Modeling I Building Information Modeling II Environmental Sustainable Interiors Design Research Intermediate SketchUp for Interior Design Intermediate Photoshop for Interior Design
Dr. Chris Chen Mahoney	Ed.D., Higher & Postsecondary Education Argosy University M.Des., Design Illinois Institute of Technology B.Eng. Industrial Design Tongji University	Associate Dean	DSN 360 DSN 420 DSN 410 DSN 412 DSN 414 DSN 418 DSN 422	Independent Study Internship Design Studio I Design Studio II Design Studio III Design Studio IV Capstone Project
To Be Hired	Masters Required	Adjunct		
Erwin Swetnam	Juris Doctor Western State University College of Law BA, Political Science Idaho State University	Adjunct	ENGL 310 PHIL 310	Business Communications Professional Ethics
To Be Hired	PhD Required	Adjunct	ECON 310	Managerial Economics
Carolyn Van Beek	ABD Ph.D. Industrial& Organizational Psychology Grand Canyon University MA, Counseling Psychology Chapman University BS., Community Health Central Washington University	Adjunct	PSYC 311	Industrial& Organizational Psychology
Dr. Ali Ostadfar	Ph.D., Engineering Sciences Simon Fraser University M.Sc., Biomechanical Engineering Tehran Azad Science and Research University B,Sc., Mechanical Engineering Tehran Azad University	Full Time Adjunct	BUS 310	Project Management

AAT & AAS-T Faculty

Faculty Name	Credentials	Status	Course(s)	
Michael Bowman	Fellowship Interior Design Charter University B.A., Interior Design Parsons The New School for Design NCIDQ, ASID	Tenure	DSN 119 DSN 123	Interior Design & the Design Process Materials, Methods and Techniques of Interior Design
			DSN 124	Color Theory
			DSN 136	Introduction to Drawing & Rendering
			DSN 140	Textiles
			DSN 152	Furniture and Cabinet Design
			DSN 158	History of Interiors
			DSN 231	Historic Preservation/20th Century Design & Philosophy
			DSN 241	Business Practices
Sunny Schillar	A.A.T. Interior Design, Clover Park Technical College B.A., Psychology Western Washington University NCIDQ, AKBD	Tenure	DSN 105	Drafting I
			DSN 121	Drafting II
			DSN 132	Lighting
			DSN 145	Residential Planning, Design & Exterior Spaces
			DSN 153	Drafting III
			DSN 227	Commercial Specifications
			DSN 245	Internship
			DSN 251	Contract Furniture
To Be Hired	Industry Experience Associate Degree Interior Design Bachelor's Degree Preferred	Adjunct	DSN 159	Intro to Technology for Interior Designers
			DSN 204	Intro to Commercial Interior Design
			DSN 216	CAD I
			DSN 225	Design I
			DSN 236	Design II
			DSN 239	CAD II
			DSN 266	Portfolio/Professional Presentation

Appendix F – Draft Evaluation Rubrics for Admissions

Applicants for acceptance to the BASID program will be asked to provide a most current portfolio of work, a formal resume, and an admission essay.

In order to ensure that a consistent and rigorous method is applied to each application, evaluation rubrics will be developed and applied to all portfolios, resumes and admissions essays as indicated in Table 7 of Section 3. Rubric evaluations will be performed by program faculty.

The following are **draft** rubrics for evaluation of candidates' portfolios, resumes and admissions essays. Before use, they will be revised as necessary and approved by program faculty and instruction deans.

Rubric for Evaluation of Candidate's Resume

	Above Average	Average	Below Average	Scoring Guidelines
Interior Design Industry Experience (10 pts)	Has worked in the interior design industry for more than 2 years.	Has up to 2 years of interior design industry experience and/or has completed an internship.	No internship or experience in the interior design industry.	Above = 9 to 10 Average = 7 to 8 Below = 0 to 6
Education (10 pts)	Candidate has some post-secondary education and/or extensive CEUs in addition to the qualifying associate degree.	Candidate has earned an associate degree in interior design.	Candidate has earned an associate degree in an area other than interior design.	Above = 9 to 10 Average = 7 to 8 Below = 0 to 6
Quality of Resume (10 pts)	Detailed description of work experience with job title and location (city and state). Clearly explains duties and key accomplishments. Grammar and presentation above average.	Some descriptions of positions held are incomplete or missing. Occasional grammatical errors. Presentation is typical.	Dates and location, job responsibilities and accomplishments are incomplete or missing. Grammar, spelling, and formatting errors prevalent. Hard to follow.	Above = 9 to 10 Average = 7 to 8 Below = 0 to 6

	Above Average	Average	Below Average	Scoring Guidelines
Overall **(5 pts)**	Candidate's experience will clearly add value to the cohort's learning experience.	Candidate's experience will brings some value to the cohort's learning experience.	Candidate will have to rely on something other than work experience to add value to the cohort's learning experience.	Above = 5 Average = 4 Below = 0 to 3

Rubric for Evaluation of Candidate's Essay

Candidates for admission to the BASID program will be asked to provide a 400-650 word essay describing:

- the candidate's interest in the degree
- his or her background and experience in the interior design industry
- how completion of this degree meets his or her personal education and employment goals
- his or her understanding of the commitment that will be required to complete the program
- any other information that may support entry to the program.

	Above Average	Average	Below Average	Scoring Guidelines
Alignment with Program Goals **(20 pts)**	Clearly states his/her career goals. Understands the goals of the program, and describes how it will meet his/her career goals.	States his/her career goals. Understands the goals of the program but fails to relate them to his/her career goals.	Shows little understanding of the program goals. Little evidence that he/she has defined his/her career goals.	Above = 16 to 20 Average = 8 to 15 Below = 0 to 7
Relationship of Previous Experience to the Program **(10 pts)**	Clearly explains how his/her education and experiences relates to the program, and provides examples.	Is aware that his/her education and experience relates to the program, but fails to provide examples.	Fails to connect his/her education and experience to the program. The essay is a simple retelling of the candidate's life events.	Above = 9 to 10 Average = 7 to 8 Below = 0 to 6

	Above Average	**Average**	**Below Average**	**Scoring Guidelines**
Program Instructional Format, and Commitment Required for Completion (10 pts)	Clearly understands the instructional model for the program. Understands the work and time commitment involved in completion of the program.	Is aware of the instructional model but does not indicate that he/she has thought about the work and time commitment involved.	Shows little or no awareness of the work and time commitment that would be required for successful completion of the program.	Above = 9 to 10 Average = 7 to 8 Below = 0 to 6
Clarity of Writing (5pts)	Writing is clear, concise, and engaging. Very few (if any) mistakes in grammar, spelling, and/or punctuation.	Writing is fairly easy to read. Some mistakes in grammar, spelling, and/or punctuation.	Writing is difficult to read or confusing. Main ideas are unclear. Numerous mistakes in grammar, spelling, and/or punctuation.	Above = 5 Average = 4 Below = 0 to 3
Presentation (5 pts)	Professional document. Document is focused and polished.	Average document organization and presentation. Not much time spent on editing or polishing.	Poor presentation. Seems rushed or incomplete.	Above = 5 Average = 4 Below = 0 to 3

Rubric for Evaluation of Candidate's Portfolio

Candidates for admission to the BASID program will be asked to provide a digital or unreturnable hard copy of their portfolio up to 20 pages showcasing their most recent interior design work. The work will be evaluated according to the rubric on the following page:

	Above Average	Average	Below Average	Scoring Guidelines
Overall Presentation (10 pts)	Convincing visual narratives through graphic presentation and written descriptions that convey the design development process.	Portfolio layout, display of work, and integration of graphics is average. Care has been taken to create a clean portfolio. Written descriptions are adequate.	Shows little understanding of basic presentation skills. Further explanations are necessary to understand the design. Spelling and/or grammatical errors.	Above = 9 to 10 Average = 7 to 8 Below = 0 to 6
Technical Drawing Skills (10pts)	Demonstrates an above average ability to communicate design solutions through technical drawings employing fundamental aspects of skills: accuracy, lineweight, scale, etc.	Shows a good understanding of technical drawing requirements. Clean examples are provided.	Shows little to no understanding of technical drawing skills and requirements.	Above = 9 to 10 Average = 7 to 8 Below = 0 to 6
Presentation Drawings/ Renderings (10 pts)	Candidate has stellar drawing/rendering skills, able to represent a design concept in perspective and orthographic views with excellent rendition of design and materials	Candidate is able to create perspective drawings and render in a manner appropriate to the A&D community.	Candidate has poor drawing/rendering skills. Little to no examples are provided.	Above = 9 to 10 Average = 7 to 8 Below = 0 to 6

	Above Average	Average	Below Average	Scoring Guidelines
Use of Technology/ Relevant Software Programs (10 pts)	Candidate shows many examples and a wide range of abilities with different software programs producing above average results.	Some use of different software programs is evident, showing average results.	Little to no examples of software use and/or examples are below average in quality.	Above = 9 to 10 Average = 7 to 8 Below = 0 to 6
Space Planning (10 pts)	Space planning solutions are well thought out, creative, functional, code compliant, and indicate good zoning and flow.	Space planning solutions are functional, code compliant, and indicate adequate zoning and flow.	Space planning solutions are not functional, there are code issues, and indicate inadequate zoning and flow.	Above = 9 to 10 Average = 7 to 8 Below = 0 to 6
Materials & FF&E (10 pts)	Candidate shows a clear understanding of appropriate use of material & FF&E applications.	Candidate shows some understanding of appropriate use of material & FF&E applications.	Candidate shows little to no knowledge of appropriate use of material & FF&E applications.	Above = 9 to 10 Average = 7 to 8 Below = 0 to 6
Concept/ Innovation (10 pts)	Candidate expresses a unique ability to develop innovative concepts and solutions.	Candidate provides at least one example of an innovative concept.	There are no examples of innovative concepts or solutions.	Above = 9 to 10 Average = 7 to 8 Below = 0 to 6
Diversity of Projects (10 pts)	Candidate shows a wide range of project types, including both residential and commercial. The scope of work varies, and each design solution is unique from the others.	Candidate shows some range of project types, scope of work, and design solutions.	Candidate shows little to no range of project types, scope of work, and design solutions.	Above = 9 to 10 Average = 7 to 8 Below = 0 to 6

Appendix G – CPTC's Diversity Plan

- Professional development and staff training on diversity issues

- Provide ongoing resources on diversity for faculty & staff

- Increase the participation of faculty & staff in diversity & equity training

- Continuous review of the a1) Ensure there is a diversity/bias a1) Human Resources and administration will reflect the diversity of the communities we serve. CPTC will provide equal opportunities for people of all backgrounds in areas of recruitment, retention, professional development, and promotion. recruitment & hiring process to ensure that diversity & inclusivity are promoted & the process is equitable

- Efforts to increase the retention of diverse staff

- Improve awareness among traditionally underrepresented students about grants & financial aid processes & opportunities available to them

- Expand recruiting efforts in programs where diverse student populations are traditionally underrepresented

- Encourage diverse representation, understanding, & awareness about diversity issues within student government

- Diverse populations are represented in campus signage & art

- Campus is accessible to allow full participation of all individuals in classes, programs, & activities

- Seek out grant funding specifically for diversity & equity activities, trainings, initiatives, & events

- Build in diversity & equity components to existing grant applications

- Continue to develop strategies to evaluate change in the campus environment

- Identify strategies &/or best practices to change the campus culture to be more inclusive

- Continue to develop community partnerships & organizational memberships that support campus diversity efforts