

<b>PROGRAM NAME:</b> Interior Design	<b>AUTHORING TEAM CONTACT:</b> Deborah Fuller
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**GUIDELINES**

**Time Frames**

**1. Scope:**

The time frame of program review is five years, including the year of the review.  
Data being reviewed for any item should go back the previous four years, unless not available.

**2. Deadline Dates:**

January 15th – Program Review Document due to Department Dean for review (Deans may require submissions at their own, earlier due date)  
February 1st – Program Review Document due to Program Review Steering Committee

**3. Years:**

Years 1 & 3 – Implement Action Plan of (CIP) and collect data  
Years 2 & 4 – Analyze data and findings, Update Action Plan  
Year 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

**LENGTH OF RESPONSES:** Information provided to each question may vary but should be generally kept in the range of 1-2 pages or 500-1,000 words.

**EVIDENCE GUIDELINES:** In the following sections, you will be asked to provide evidence for assertions made.

- a. Sources: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: [effectiveness@collin.edu](mailto:effectiveness@collin.edu). Use of additional reliable and valid data sources of which you are aware is encouraged.
- b. Examples of Evidence Statements:
  - 1. Poor example: Core values are integrated into coursework. (Not verifiable)
  - 2. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
  - 3. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

**FOR MORE INFORMATION:** The Program Review Portal can be found at [http://inside.collin.edu/institutionaleffect/Program\\_Review\\_Process.html](http://inside.collin.edu/institutionaleffect/Program_Review_Process.html). Any further questions regarding Program Review should be addressed to the Institutional Research Office ([effectiveness@collin.edu](mailto:effectiveness@collin.edu), 972.599.3102).

## **Introduction/Preface**

### **□ EXECUTIVE SUMMARY**

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.)** Please do not include information in this section that is not already provided elsewhere in this submission. Using the questions in the template as headings in the Executive Summary can provide structure to the overview document (see below for suggested format).

#### **EXECUTIVE SUMMARY (SUGGESTED SECTIONS/FORMAT-NOT REQUIRED FORMAT)**

What does our program do?

Why do we do the things we do: Program relationship to the College Mission & Strategic Plan.

Why we do the things we do? Program relationship to student demand.

Why we do the things we do? Program relationship to market demand.

How effective is our curriculum and how do we know?

How effectively do we communicate, and how do we know?

How well are we leveraging partnership resources and building relationships, and how do we know?

How have past Continuous Improvement Plans contributed to success?

How will we evaluate our success?

**Complete the Executive Summary below after you have completed your review.**

According to the [Texas Higher Education Coordinating Board \(THECB\)](#), there are five programs in Texas offering a certificate or associate degree in Interior Design. This program review evaluates the Interior Design program at Collin College by discussing the sections below.

**Executive Summary**

**What does our program do?**

In the Interior Design (INDS) program at Collin College, students learn the fundamental creative, practical, and technical skills needed to become successful Interior Designers. Interior designers make indoor spaces functional, safe, and aesthetically pleasing by determining space requirements and selecting decorative items such as colors, lighting, finish and materials, and furniture. The program’s curriculum covers design, history, computer modeling, construction methods, and more. In conjunction with traditional design courses, green design strategies are incorporated in all courses, ensuring that spaces are energy efficient and enhance comfort for occupants.

The Interior Design program equips students with the knowledge, skills, and experience needed to obtain entry-level employment in the Interior Design industry.

**Why do we do the things we do: Program relationship to the College Mission & Strategic Plan.**

The Interior Design Program strives to align with the Collin College Mission & Strategic Plan by utilizing our relationships with industry partners to identify skills desired by the design industry and to incorporate these desired skills into our curriculum and our classrooms. The Program works to align with current industry standard practices and software programs, as well as develop the “soft skills” necessary for success in the industry. These soft skills include communication, organization, design creativity, critical thinking, etc. We strengthen character by emphasizing team relationships between faculty and students, building trust, and engaging in open and honest communication. We are challenging the intellect of our students by providing opportunities to solve complex real-world design problems and build the skills required for competitiveness in the interior design industry.

**Why do we do the things we do? Program relationship to student demand and market demand.**

The curriculum is current, well-managed, and meets Collin’s standards. Over the past few years, program faculty have taken the initiative to continuously modify the curriculum to align with industry trends and demands. This has proven successful with increased enrollment in INDS courses. The faculty will continue these efforts and work closely with the career coaches and the industry-based advisory committee. The career coaches will continue to support students on pathways to completion, and the advisory committee will help guide and develop the curriculum so that students have the educational foundation needed for the workplace. As a result, the program believes the curriculum will be easy to manage and competitive so that students will complete the program at Collin College.

Additionally, the Interior Design program will continue efforts to assess and improve other components of the program outside of the curriculum. First, the program uses a departmental website to communicate program information accurately. The department is reviewing the website and adding additional resources that are more helpful to visitors, such as local job opportunities. Second, the Interior Design program will continue to recruit strong industry partners. There are many specializations in interior design. For the program to stay current, the program must continue to recruit a diverse group of industry members. Third, program faculty are respectful and represent knowledge in different industries.

The demand for interior design professionals continues to grow in the DFW metroplex and nationwide. The growth in residential home demand and supporting companies has increased the need for the industry. We will continue to provide extra support to our students who need help maintaining the high success rate we have achieved to date.

**How effective is our curriculum, and how do we know?**

According to our grade distribution reports (Figure 11), the Interior Design Program has seen an average course success rate of 92% and a course completion rate of 98%. As the program grows, it will be critical that we continue to provide the level of personal interaction between faculty and students and the efforts of our support staff and career coach to maintain this rate of success.

**How effectively do we communicate, and how do we know?**

Communication has been identified as an area of opportunity for improvement. We are in the process of updating and redesigning our program website to be more user-friendly and to incorporate more information and data for prospective students. The website contains contact information for several key department members who can help current and prospective students set goals and enroll in the classes they need to meet those goals. Further improvement can be realized by incorporating a student survey to gather data about student needs, feedback, and after-graduation status. The survey is in development now and is anticipated to be complete in the Fall of 2025.

**How well are we leveraging partnership resources and building relationships, and how do we know?**

The Interior Design Advisory Committee has been instrumental in linking what the industry demands and what we teach in the classroom. We have various industry partners representing different pathways and sectors within the industry. We have successfully leveraged our industry partners in participating in the student portfolio show, serving as guest speakers in our classrooms, providing workshops outside of class, and providing internship opportunities for our students. We have identified an opportunity for improvement by engaging more industry partners for creative brainstorming sessions, classroom project critiques, and panel discussions.

**How have past Continuous Improvement Plans contributed to success?**

We do not have this data from the Institutional Effectiveness website. This has been an area of improvement identified for the upcoming year.

**How will we evaluate our success?**

We have raised expectations about success and completion rates and the number of AAS (Associate of Applied Science) graduates from the interior design program. Continual data gathering and analysis of our success and completion rates, coupled with our new efforts to survey our existing and graduating students, will be critical to our evaluation plan moving forward.

## Section I. *Are We Doing the Right Things?*

### □ 1. WHAT DOES OUR PROGRAM DO?

#### **What is the program and its context?**

This section is used to provide an overview description of the program, its relationship to the college and the community it serves. **Keep in mind the reviewer may not be familiar with your area.** Therefore, provide adequate explanation as needed to ensure understanding.

*Suggested points to consider:*

- *Program's purpose (Include the program's purpose/mission statement if one exists.)*
- *Program learning outcomes or marketable skills*
- *Brief explanation of the industry/industries the program serves*
- *Career paths and/or degree paths it prepares graduates to enter*
- *What regulatory standards must the program meet (THECB, Workforce, external accreditation)*

#### **Program's Purpose**

The Interior Design (ID) program at Collin College equips students with the knowledge, skills, and networks needed to obtain employment in the Interior Design industry. The comprehensive program provides training on the theory and practice of designing interiors, global concerns (such as sustainability), and cutting-edge tools to support creative work. As students move through the program, they complete a series of hands-on projects and apply industry best practices. Additionally, the program is committed to collaborating with industry and providing students professional perspective and engagement. Opportunities include in-class speakers by industry experts, guided showroom tours, job site field trips, local industry events, and volunteer opportunities through ASID (American Society of Interior Design), NKBA (National Kitchen and Bath Association), and IDS (Interior Design Society).

#### **Program Learning Outcomes**

The Interior Design program's curriculum is designed to teach students the fundamental design principles of creating functional, safe, and aesthetically pleasing indoor spaces by determining space requirements and selecting important, decorative items such as colors, lighting, and materials. Throughout the design process, students create designs consistent with design styles and sustainability. The concurrent focus upon sustainability ensures that the resulting designs: are energy efficient, utilize safe building materials, and create interior environments that support sustainable living practices. Additionally, students in the program learn how to read and draw architectural drawings such as floor plans, electrical plans, reflected ceiling plans (lighting), millwork sections and elevations, door hardware schedules, finish and materials schedules/plans, as well as being aware and adhering to building codes, inspection regulations, and other health, safety and welfare (HSW) issues.

More specifically, a student completing the program will gain knowledge in the following learning outcomes:

- Elements and principles of design

- Color design and theory
- Design furnishings, materials, finishes, and equipment
- Construction methods
- Lighting, acoustics, and indoor air quality
- Sustainable design practices
- Digital drafting and interior design software applications
- Space planning, ADA/TAS, and universal design
- Design presentation and communication techniques
- Kitchen and bath design
- Residential and commercial design
- Building, electrical, and plumbing codes
- Any other business dealing with residential or corporate interiors

### **Marketable Skills**

The Interior Design program has defined five marketable skills that are valued by local employers. These skills were created in Spring 2020 with the help of the Interior Design Advisory Committee. The marketable skills will be communicated and reiterated throughout curriculum, so students can effectively market their skills after program completion. The marketable skills are listed below.

- Prepare designs, drawings, and plans using artistic ability, creativity, and style to meet desired outcomes
- Use computer-aided design (CAD) software to help analyze and design
- Demonstrate ability to visualize and design to meet desired criteria with attention to detail
- Communicate effectively and professionally with peers, managers, and other stakeholders
- Display proactive, flexible, and self-motivated traits

### **Industries & Career Paths**

Interior design services are divided into two main practice areas, residential design and commercial design. Residential design involves the design (or re-design) of interiors for private residences such as homes, apartments, and condos. Commercial design involves the planning and designing (or re-designing) of business or commercial spaces such as schools, banks, office spaces, retail buildings, hospitals, hotels, museums, and airport terminals.

Upon completion of the program, students have career opportunities in residential or commercial interior design. However, due to the short nature of the program, the curriculum has a focus on residential design. Commercial design involves constantly changing building codes and regulations, and fully covering commercial design is not possible in a 2-year program. There are a few courses in the curriculum that introduce commercial interior design. These courses prepare students for a career in corporate design positions such as space planning for a commercial space.

Furthermore, the program prepares students for a plethora of entry-level positions in the interior design industry directly after program completion.

Career opportunities for graduates include:

- Residential interior designer
  - The entry-level job title for this career is typically Interior Design Assistant or Interior Design Associate
- Corporate facilities designer
- Self-employed interior decorator
- Sales designer or consultant for interior design showrooms or product lines
- Showroom assistant, sales, or manager
- Space planner for homes or commercial buildings
- CAD (Computer Aided Design) for interiors
- Kitchen and bath designer
- Closet and organization designer
- Home stager, color consultant, and finishes coordinator
- Residential design consultant for homebuilders
- Marketing design services for architectural and design firms
- Custom furniture designer
- Drapery, window coverings, bedspreads, pillows, and reupholstery
- Resource/materials librarian

### **Degree Plans**

The Interior Design department at Collin College offers multiple awards: an AAS in Interior Design (60 credit hours), an OSA in Interior Design (12 credit hours), a Certificate Level 1 in Interior Design (21 credit hours), and a Certificate Level 1 in Interior Design (42 credit hours).

- The **AAS degree** (Associate of Applied Science) is designed for students serious about pursuing a career in interior design. This program prepares students to work as interior design assistants with a prominent firm or any other business involving residential or corporate interior design.
- The **Interior Design Level 2 Certificate** includes all INDS courses in the AAS degree. Thus, students pursuing this degree gain the same knowledge of interior design as those who have an AAS degree without taking general education courses. This degree is designed for career changers or students interested in starting an independent practice. Some examples of job opportunities with this degree include being a self-employed interior decorator, residential design assistant, design sales, home stager, showroom manager or sales representative, interior design resource librarian, home builder consultant, and CAD designer for interior millwork.
- The **Interior Design Level 1 Certificate** provides basic knowledge and information for a career in interior decorating. This degree is designed for students whose objective is to obtain the following (or similar) positions after completion: design sales, retail design consultant, showroom assistant or sales representative, or careers working with window coverings and treatments, bed coverings, and re-upholstery.

- The **OSA award** is designed for professionals who want to gain technical skills in interiors. Students learn how to use AutoCAD, Sketchup, and Revit, which are highly valued software programs in the industry.

### **Regulatory standards (THECB, Workforce, external accreditation)**

The Interior Design program at Collin meets the requirements of THECB (Texas Higher Education Coordinating Board) for the workforce. These requirements can be found on pages 14 through 32 at <http://www.thecb.state.tx.us/DocID/pdf/0394.pdf> and are summarized below.

1. **Program Demand** - There is national, state, and local demand for entry-level positions in the Interior Design industry. Please see question 4 for more information.
2. **Effective Use of Advisory Committees**—The program recently revamped the advisory committee, which includes strong local industry employers. The committee meets with faculty twice a year and significantly influences program decisions and curriculum. See question 5d.
3. **Identification of Program Competencies**—The advisory committee (program experts) identifies the academic and workforce skills integrated into the curriculum, as stated above.
4. **Selection of Program Courses**—All courses in the curriculum are selected from WECM (Workforce Education Curriculum Manual)- approved courses.



**□ 2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.**

- **Provide program-specific evidence of actions that document how the program supports the College's mission statement:** *“Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*
- **Provide program-specific evidence that documents how the program supports the College's strategic plan (2020-2025 Strategic Plan):** [https://www.collin.edu/aboutus/strategic\\_goals.html](https://www.collin.edu/aboutus/strategic_goals.html).

*Suggested/possible points to consider:*

- *What evidence is there to support assertions made regarding how the program relates to the mission and strategic plan?*
- *Think broadly-increasing completion, articulation agreements, pathways from high schools, etc.*
- *Analyze the evidence you provide. What does it show about the program?*

- **Provide program-specific evidence of actions that document how the program supports the College's mission statement:** *“Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*

**Developing Skills**

Throughout the Interior Design program, students develop a variety of different skills to learn and understand the fundamental concepts of designing interiors. Below are examples of different skills students learn throughout the program.

- Effectively utilizing CAD (Computer-Aided Design) software to create and render designs is a critical and a highly desired skill design firms look for. CAD is introduced in CADD for Interior Design (INDS 1372) and reinforced and expanded throughout the curriculum (i.e. INDS 2317 CAD Rendering Techniques).
- Additionally, to enhance industry skills related to digital design, the program has added Portfolio Presentation (INDS 2337), which introduces Adobe Photoshop, InDesign, and Illustrator.
- Students learn about the appropriate finish and materials used in interior spaces. This is taught in Materials, Methods and Estimating (INDS 1315). In this class the students also learn how to estimate and calculate materials for interior spaces. Students also learn about material durability, appropriate applications, and sustainable features.
- As professionals, interior designers need to develop skills that are needed to work effectively with clients and contractors. Like any other profession, interior design has its own language that designers must learn to effectively communicate with both clients and contractors. This is particularly important for the Interior Designer because he/she works to bridge the gap between the client's vision for the space being designed and the contractors' needs for technically accurate drawings, specifications and instructions in order to bring that vision into existence. The ability to communicate effectively with both clients and contractors using the language of design and building construction is taught throughout the program. Design acumen is first taught in INDS 1301 (Basic Elements of Design) where students learn how to incorporate design elements such as line, shape, texture, and form into a coherent design based

upon the client's vision and expectations. Learning the professional language of interior design is expanded in application courses (such as Commercial Design, Residential Design, Fundamental Space Planning, Materials/Methods & Estimating, etc.) and culminates with the capstone course INDS 2330 (Interior Design Building Systems).

- Professional Practice for Interior Designers (INDS 2325) was added to the new curriculum (more on the new curriculum is in question 5). This course introduces students to the business side of the profession. It will train them in how designers bill for time, different types of billing methods, respond to RFP's (request for proposals) and RFQ's (request for qualifications), ethics and contracts. The course will also explain the complicated hierarchy of the industry such as the difference between a manufacturer sales representative and a furniture dealership sales representative, and students will understand how to work with a general contractor and what is the role of the subcontractor.
- Students in the program learn the language of the sustainable design philosophy so that they can effectively incorporate the principles of environmental sustainability into their designs. The concepts of this philosophy and the associated language are taught in incorporated into Materials, Methods & Estimating. Then, expanded in Commercial and Residential Design. This knowledge is reinforced throughout the applications courses.
- Students learn aesthetic history of interior design in History of Interiors II (INDS 1352), which gives students the tools needed to create a coherent design from a client's vision for a space. This class guides student through history from the 19<sup>th</sup> century to the present. It allows students to identify and implement different design styles and trends effectively.
- In Interior Design Building Systems (INDS 2330), students learn a number of advanced skills that are vital for the workplace such as basic construction techniques (i.e. the interpretation of relevant building codes/regulations) and project management (i.e. how to define necessary work sequences and project schedules to deliver a completed project on time).

### **Strengthening Character**

Cultivating character is a key component of the Interior Design program. Designing interiors can be a very personal experience and must meet the design goals of the client instead of the designer. The design process requires trust, collaboration, and respect between designer and client. These skills are taught and encouraged throughout the program. In the classroom, students are encouraged to collaborate and express their design approach without disparagement in order to create mutual respect between students and faculty. These skills are practiced in team-based projects, class presentations, and mock interviews. Additionally, in order to maintain trust throughout a project, students learn the importance of budget and how to stay within a budget (i.e. in Materials, Methods, and Estimating). While completing projects in Material, Methods, and Estimating (INDS 1315) and Residential Design (INDS 2313), students must communicate budget changes with the professor and identify substandard construction activities, so students gain experience operating with integrity and open, honest communication.

The program has a student chapter for ASID (American Society of Interior Designers) and NKBA (National Kitchen and Bath Association). This will provide students opportunities to volunteer and engage with the design community outside of the classroom. Students are encouraged to participate in local industry events and design competitions for experience, and networking with other professionals in the field. The studio classes promote and encourage volunteer opportunities with positive reinforcement such as extra credit. These efforts are intended to

contribute to the community by meeting community needs, develop servant leaders, and connect one's career interests with civic responsibility.

**Challenging Intellect**

Sharp critical thinking skills with an intellectual understanding of the problems are just as important as creativity when designing interiors. Designers need problem-solving skills to address challenges and use logic and reasoning to identify alternative solutions. For example, in order to design a sustainable space, an understanding of the composition of building materials and finishing systems is necessary to achieve the design goals of the project. This requires considerable intellectual effort for designers, as they must acquire and process information to properly select materials and finishes that are in line with interior design objectives (i.e. green design, budget, mood, etc.).

In the program, this specialized knowledge is presented and reviewed in Commercial Design, Residential Design, and Materials, Methods, & Estimating. More specifically, in Materials, Methods, and Estimating, students learn how to identify quality construction, installation, and craftsmanship so that they can identify unethical and substandard work. At the Technical Campus, students have invaluable exposure to construction, carpentry, HVAC, plumbing, and electrical mockups. Therefore, in the course, students audit "in process" work from the discussed programs and identify whether the work is ethical or sustainable.

Additionally, the concept of "create, evaluate, analyze, apply, understand, and remember" is reiterated throughout the program. This process allows students to enhance critical thinking skills. For example, in Commercial Design students are divided into groups and given a tape measure and instructions of what they need to locate in the technical campus. The new technical campus is great for this exercise, as it is new and has been built according to the current building codes, ADA, and energy codes. The students explore the building and locate examples of a variety of items, such as:

- In the restroom, what is the height of the toilet set in the handicap stall?
- What is the distance from the centerline of the toilet set to the adjacent wall?
- What is the height of the paper towel dispenser in the restroom?
- What is the width of a door into a private office?
- What is the height of the countertop in the coffee/break room?
- What is the height of a typical electrical outlet in a classroom?

By going through this exercise and physically documenting measurements, the students visualize the problem, evaluate the situation, apply the knowledge, and remember. These dimensions are required to comply with TAS (Texas Accessibility Standards/ADA). If not followed, the building owner could potentially be fined, which is part of the Health, Safety, and Welfare (HSW) issues.

specialty within the industry and can open the door to potential jobs with commercial furniture dealerships, and hospitality furniture procurement firms, manufacturer representatives, and design firms.

**1. Finalize and Execute a Comprehensive Plan that Facilitates the Safety of Students, Faculty and Staff at Collin College.**

Collin College has prioritized the safety of students, faculty, and staff. The program faculty is committed to continuously learning about the available resources provided by the college to ensure safety. The program faculty also promotes a safe learning environment by providing students with Collin resources (e.g., the Collin College Handbook) each semester. Faculty knowledge and guidance will supplement Collin's overall goal of achieving safe facilities for students, faculty, and staff.

**2. Emphasize Student Achievement and Streamline Pathways to Four-Year Colleges and Universities.**

Currently, interior design programs at four-year institutions are accredited by CIDA (Council for Interior Design Accreditation). CIDA accredits a program. Entirely possible that the WECM courses are used to create a CIDA program and gain accreditation. Non ACGM (Academic Course Guide Manual) courses are accredited by CIDA. Because the Collin program is an AAS and is ineligible for accreditation, there is not a way for transfer to a CIDA program. A non CIDA program outside could accept the coursework through an articulation agreement.

However, Collin has agreements with TWU, UNT, TAMU—Commerce, UTA, SFA, Texas Tech, UT-Tyler, Tarleton, and Texas State, where students in the workforce program can transfer to these universities and continue their bachelor's degrees in Applied Arts and Sciences. Although their primary degree will not be in Interior Design, they can have a minor in Interior Design. A student currently in the program is pursuing this option, and her BAAS will be in Marketing and Real Estate with a minor in Interior Design.

**3. Expand Career and Technical Programs and Training Offerings in alignment with current and future Regional Labor Market Demand and Become the Customized Training Provider of Choice for Additional Employers.**

Current and future labor markets have indicated the demand for Collin College to offer the two year Interior Design program. There are two public 4 year university programs in the Dallas Fort worth metroplex but the requirements to enter the program are limited and restrictive. Cost is also an issue.

In 2020, 30 new advisory committee members who represent a wide range of trades in the profession were recruited to assist the interior design program. The program worked with these industry experts to develop a new curriculum that better aligns with the needs of the local labor market. For example, the committee recommended that the program offer more technical and rendering training. Thus, the program added Technical Drawing for Interior Designers and Rendering Techniques. We keep close tabs on what the industry is requesting.

The Advisory Board has recommended that we incorporate more furniture in the curriculum. We listened to their advice and have incorporated in-depth furniture construction, quality characteristics, textiles and materials, specifications, budgets, manufacturer resources and procurement for both residential and commercial products. The knowledge of furniture and the procurement process is a specialty within the industry and can open the door to potential jobs with commercial furniture dealerships, hospitality furniture procurement firms, manufacturer representatives, and design firms.

**4. Promote Innovation and Diversify Revenue Streams.**

Students attend industry events to learn about industry trends and network with others. CE (Continuing Education) courses probably get students interested in the credit courses in the Interior Design program.

**5. Create an Increasingly Welcoming Environment for Students, Community Members, Faculty, and Staff.**

The interior design program provides an inviting and supportive learning environment for students, community members, faculty, and staff. Faculty maintain constant communication with students in the program and is willing to support students outside of the classroom. Some ways faculty provide additional support to students are office discussions and online meetings using Zoom. This added support ensures students are confident in the coursework and can communicate any issues or barriers preventing them from being successful.

The program publishes a monthly newsletter to inform the students about local events, competitions, tours, interesting articles, and job postings.

Additionally, the ID program encourages students to reach out to the local community when available. The cooperative education program allows students to provide design services to the local community for education credit toward their degree. The current faculty has established student chapters for ASID, NKBA, and IDS.

The local ASID Chapter hosts bi-monthly meetings, attendance at industry events, student/mentor shadowing, and student competitions. These efforts not only promote the program but allow students to engage and volunteer services with the community. Overall, the Interior Design department is continuously looking for opportunities for students to participate in or assist the community. The student chapter of NKBA hosts meetings, industry speakers, attendance at industry events, and student competitions.

**6. Expand the Physical Footprint of Collin College to Meet Emerging Programmatic Needs; Improve Facilities as Necessary and Implement the Maintenance Plan to Elevate Services to Our Students.**

The Interior Design program is at the Collin Technical Campus, allowing the program to assess programmatic needs regarding facilities fully. The classrooms at the Technical Campus have sufficient space and equipment for a successful learning environment (such as access to computers with industry-grade graphics, overhead projectors for presentations, video conferencing capabilities, printers and plotters, worktables for collaboration, and more). At the Technical Campus, the program can now collaborate with other construction programs, which can supplement the Interior Design program's curriculum. For example, as discussed above, students will visit the construction, HVAC, plumbing, and electrical labs to observe mockups and work in process. In 2022, classroom C020 was made available for the program to utilize as the Interior Design Resource Library (Finish and Material samples). The room has abundant natural light for viewing the finish and materials available for student use and viewing.

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**☒ 3. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO STUDENT DEMAND**

**Make a case with evidence to show that students want the certificate. Discuss whether or not there appears to be any disproportionate enrollment by gender, race, and ethnicity (compared to Collin College’s overall student demographic distributions <http://inside.collin.edu/iro/programreview/prfilehostpage.html>). If any differences exist discuss possible reasons why the gap exists, and plans to address these issues to close gaps in enrollment rates between groups of students (refer to the Program Review portal for Enrollment Reports and Average Section Size data files for your program [HTTP://INSIDE.COLLIN.EDU/INSTITUTIONALEFFECT/PROGRAM\\_REVIEW\\_PROCESS.HTML](HTTP://INSIDE.COLLIN.EDU/INSTITUTIONALEFFECT/PROGRAM_REVIEW_PROCESS.HTML)).**

*Suggested/possible points to consider:*

- *What is the enrollment pattern? Declining, flat, growing, not exhibiting a stable pattern, please explain. For required program courses where there is a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum.*
- *What are the implications for the next 5 years if the enrollment pattern for the past 5 years continues?*
- *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop and describe a plan to do so.*
- *How does your program support (or plan) to support attraction of a diverse student population?*
- *Check with Institutional effectiveness for Data Reports -names of reports*
- *Analyze the evidence you provide. What does it show about the program?*

**Enrollment Patterns**

- *What is the enrollment pattern? Declining, flat, growing, not exhibiting a stable pattern, please explain. For required program courses where there is a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum.*

In this part of the program review, student demand for the Interior Design program is discussed. Figures below illustrate the duplicated enrollment data for the Interior Design program from 2021 to 2024. The data includes enrollment numbers for INDS courses only. Outside of the general education requirements for the Interior Design AAS degree. Thus, using only INDS courses to analyze enrollment patterns in the program are shown below.

When reviewing duplicated enrollment numbers for INDS courses over the last five years, the program experienced a rise in enrollment from the fall of 2020 (67 students) to 2022 (114 students). The program is also seeing an increase in completers pursuing the AAS degree from previous years.

*What are the implications for the next 5 years if the enrollment pattern for the past 5 years continues?*

- If the current enrollment pattern continues, the implications will include
  - More instructors will be needed
  - More classrooms, CAD Labs, and office space will be required. This will create a space issue at the Technical Campus, as space is currently maximized.

- Increased student support will be required

- *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop and describe a plan to do so.*

**Actions Taken to Identify and Support Students**

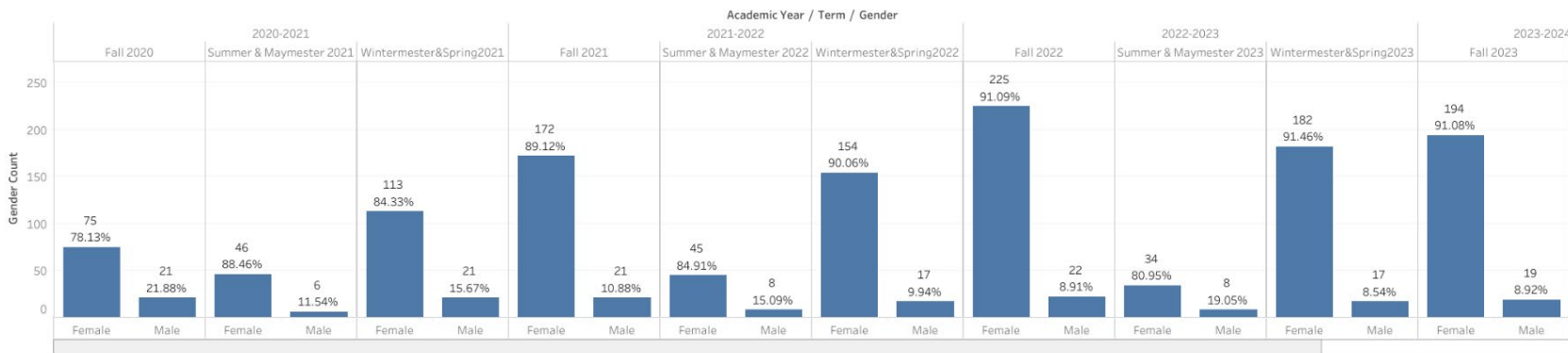
- Identifying and supporting students early in the Interior Design program is an additional way to increase enrollment and completion. Some different methods the program uses to identify and support students include:
  - The faculty promotes advising to first-year students during class and provides contact information for our career coach on Canvas courses.
  - The faculty presents an “Orientation” presentation in all first-year classes giving students all the campus and industry resources to help with their transition to college.
  - We send a Monthly Newsletter to all students highlighting campus events, industry events, job postings, and other miscellaneous information such as free interior design magazines or volunteer opportunities.
  - We offer CAD (Revit) tutoring several times a month for students who struggle with learning the software.
  - Our career coach meets with all incoming students to help them identify courses they will need for their specific educational goals and to set up an educational plan for coursework.
  - Our career coach visits classrooms at the beginning of each semester to remind students about deadlines, degree plans, next steps, etc.
  - Our career coach works closely with faculty and program management, where information and updates are shared both ways to ensure all are supporting students in the same manner. The career coach also checks in frequently with instructors to obtain information about students who may need extra help, either academically or financially, and the coach works directly with instructors to make sure students who need it are supported similarly in all their classes in the program. Our career coach additionally does an audit for all second-year students to ensure all graduation requirements have been identified and addressed and students know what steps they need to take to graduate.
  - Our faculty are approachable, and all maintain an open door policy, so students can feel comfortable communicating issues before they escalate. Most professors arrive early and stay late before and after class to give individual help to students.
  - Faculty promotes collaboration in coursework so students can connect and become useful resources.
- *How does your program support (or plan) to support attraction of a diverse student population?*
  - Our career coach participates in local high school recruitment events to make the schools aware of our program.
  - We encourage students to participate in the yearly open house and talk to potential students about their experience and what skills they are learning.



- *Check with Institutional effectiveness for Data Reports -names of reports*
  - The data reports included are: Enrollment by Gender, Enrollment by Term, and Enrollment by Race.
- *Analyze the evidence you provide. What does it show about the program?*
  - The program is experiencing steady growth, more completers and greater job placements.
  - We do see more interest with potential employers, however many want to hire those with 1-2 years of experience and are not interested in training. We are encouraging more internships and shadowing in hope to give students more industry exposure and skills training.

**Enrollment by Gender**

Gender Breakdown by Program and Major



**Figure 1: Student Enrollment by Gender 2020-2024**

Source: <https://prod-useast-a.online.tableau.com/#/site/collincountycommunitycollegedistrict/views/EnrollmentDashboard/EnrollmentbyGender?:iid=2>

**Enrollment by Term**

Term	SP 20	Total	FA 20	SP 21	Total	FA 21	SP 22	Total	FA 22	SP 23	Total	FA 23	SP 24	Total	FA 24	SP 25	Total
Individual student enrolled	63	94	123	69	148	66	77	103	114	54	116	111	75	113	103	75	107
Total No. of Courses Taken	118	218	218	132	350	142	147	289	254	142	396	302	216	518	304	212	516

**Figure 2: Student Enrollment by Race 2020 – 2024**

Source: ZogoTech 2025

**Enrollment by Race**

	FA 19	SP 20	Total	FA 20	SP 21	Total	FA 21	SP 22	Total	FA 22	SP 23	Total	FA 23	SP 24	Total
American Indian or Alaska Native		1	1	1	1	2		1	1	1	1	1	1	1	1
Asian	4	5	6	8	9	12	8	6	11	9	6	10	12	10	12
Black or African American	9	10	16	17	7	19	6	10	12	13	6	13	14	7	14
Multiple Races	8	9	11	14	9	16	2	3	3	8	4	8	9	6	9
Native Hawaiian or Other Pacific Islander										1		1			
Not Reported or Other	7	5	10	12	6	14	10	11	14	12	9	12	20	14	21
White	33	33	50	71	37	85	40	46	62	70	28	71	55	37	56
<b>Total</b>	<b>61</b>	<b>63</b>	<b>94</b>	<b>123</b>	<b>69</b>	<b>148</b>	<b>66</b>	<b>77</b>	<b>103</b>	<b>114</b>	<b>54</b>	<b>116</b>	<b>111</b>	<b>75</b>	<b>113</b>

**Figure 3: Student Enrollment by Race 2019 – 2024**

Source: ZogoTech 2025

There is a large disparity when comparing gender distributions between the Interior Design Program and the Collin College population. Interior Design is historically a female-dominated field, and our enrollment by gender distribution reflects that. According to Zippia, in 2024, nationally, **79.0%** of all interior designers are women, while 21.0% are men. The average interior designer is 42 years old. The most common ethnicity of interior designers is White (82.1%), followed by Hispanic or Latino (7.6%), Asian (4.6%) and Unknown (4.1%).

**□ 4. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND**

**Make a case with evidence to show that employers need and hire the program’s graduates. Some resources to utilize for information could be: JobsEQ [http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo\\_2020-21AY.pdf](http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo_2020-21AY.pdf), Burning Glass, O-Net <https://www.onetonline.org>, Texas Labor Market Information <https://www.twc.texas.gov/businesses/labor-market-information>.**

*Suggested/possible points to consider:*

- *How many program-related jobs are available in the DFW Metroplex for program graduates? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that you have a current signed articulation agreement with one or more transfer institutions or that you plan to develop one.*
- *What proportion of the program’s graduates (seeking employment) found related employment within six months of graduation?*
- *What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?*
- *Identify and discuss the program’s strengths and weaknesses related to market demand.*

- *What proportion of the program’s graduates (seeking employment) found related employment within six months of graduation?*
  - Collin does not have a formal tracking program for graduates, so we do not have accurate information on the percentage employed after graduation. The full-time faculty includes the recent graduates in the newsletter mailing, and we include them in activities and opportunities to be guest speakers. We try to keep up with as many as possible via word of mouth.
  - We are discussing how we can track employment. One option is encouraging Handshake and LinkedIn to understand where graduates are working. The first destination survey in Handshake would be an excellent resource but first we need more students using Handshake to make this a reality. This strategy could be incorporated in INDS 2325 Portfolio Presentation where resources for employment is part of the curriculum.
- *What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?*
  - Anticipated growth in the local market is very positive. Most of this is tied to the demand for housing in the Dallas-Fort Worth Metroplex. The residential and commercial interior design industry is closely tied to the real estate, housing market, and business growth in the metroplex. Examples of growth include the PGA moving to Frisco as well as the future growth with Universal Studios.
- *Identify and discuss the program’s strengths and weaknesses related to market demand.*
  - The program is limited in the number of courses we can offer. Ideally, we could offer a formal co-op program to students so they could participate in an internship. We encourage them to pursue an internship before graduation to help them find a job after graduation. We encourage students to pursue taking the NCIDQ (National Council of Interior Design Qualification) exam to become a

registered interior designer. NCIDQ Certification is the industry's recognized indicator of proficiency in interior design principles and a designer's commitment to the profession

- **Interior Design Students Employment Data:**

Currently, the Interior Design Department does not have a reliable method of surveying students and employers and gathering data on employment rates. We have identified this as a program weakness and are taking steps to address it. We plan to utilize Handshake and LinkedIn as resources. We are creating a survey system for data collection and analysis so we can effectively track this information in the future. We anticipate the system will be ready to launch for the Fall 2025 semester.

- **Employment Demand vs. Growth Rate of Program:**

As we currently do not have concrete data and analysis of our graduate employment rates, we can only use anecdotal data and feedback from our industry partners and students. Additionally, based on the data and the 4% growth rate estimated by Zippia (noted above), we can compare those statistics with our growth rate and surmise that our growth rate will continue to grow to meet the anticipated demand for interior designers.

### National estimates for Interior Designers:

Employment estimate and mean wage estimates for Interior Designers:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
67,760	2.2 %	\$ 32.95	\$ 68,530	0.9 %

Percentile wage estimates for Interior Designers:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 18.14	\$ 23.07	\$ 30.05	\$ 38.26	\$ 48.97
Annual Wage (2)	\$ 37,730	\$ 47,990	\$ 62,510	\$ 79,580	\$ 101,860

Figure 4: Status with the highest employment level in Interior Design

Source: <https://www.bls.gov/oes/2023/may/oes271025.htm>

### Estimated Number of Interior Designers Nationally

- *What proportion of the program’s graduates (seeking employment) found related employment within six months of graduation?*
  - Collin does not have a formal tracking program for graduates, so we do not have accurate information on the percentage employed after graduation. The full-time faculty includes the recent graduates in the newsletter mailing, and we include them in activities and opportunities to be guest speakers. We try to keep up with as many as possible via word of mouth.
  - We are discussing how we can track employment.
- *What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?*
  - Anticipated growth in the local market is very positive. Most of this is tied to the demand for housing in the Dallas-Fort Worth Metroplex. The residential interior design industry is closely tied to the real estate and housing market.
- *Identify and discuss the program’s strengths and weaknesses related to market demand.*
  - The program is limited in the number of courses we can offer. Ideally, we could offer a formal co-op program to students so they could participate in an internship. We encourage them to pursue an internship before graduation to help them find a job after graduation.

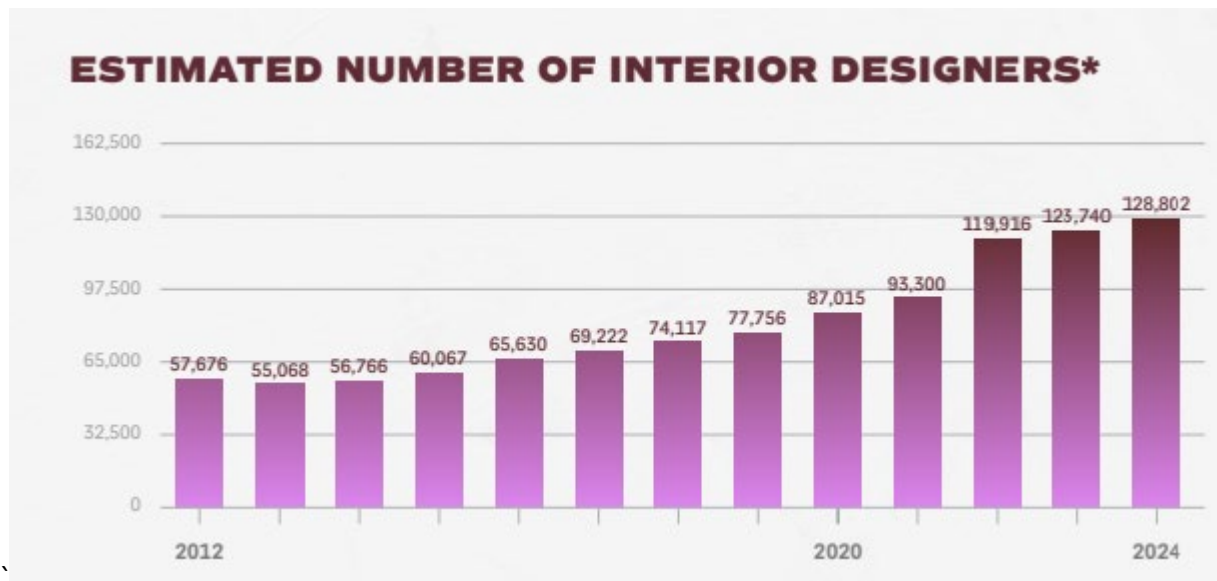


Figure 5.1

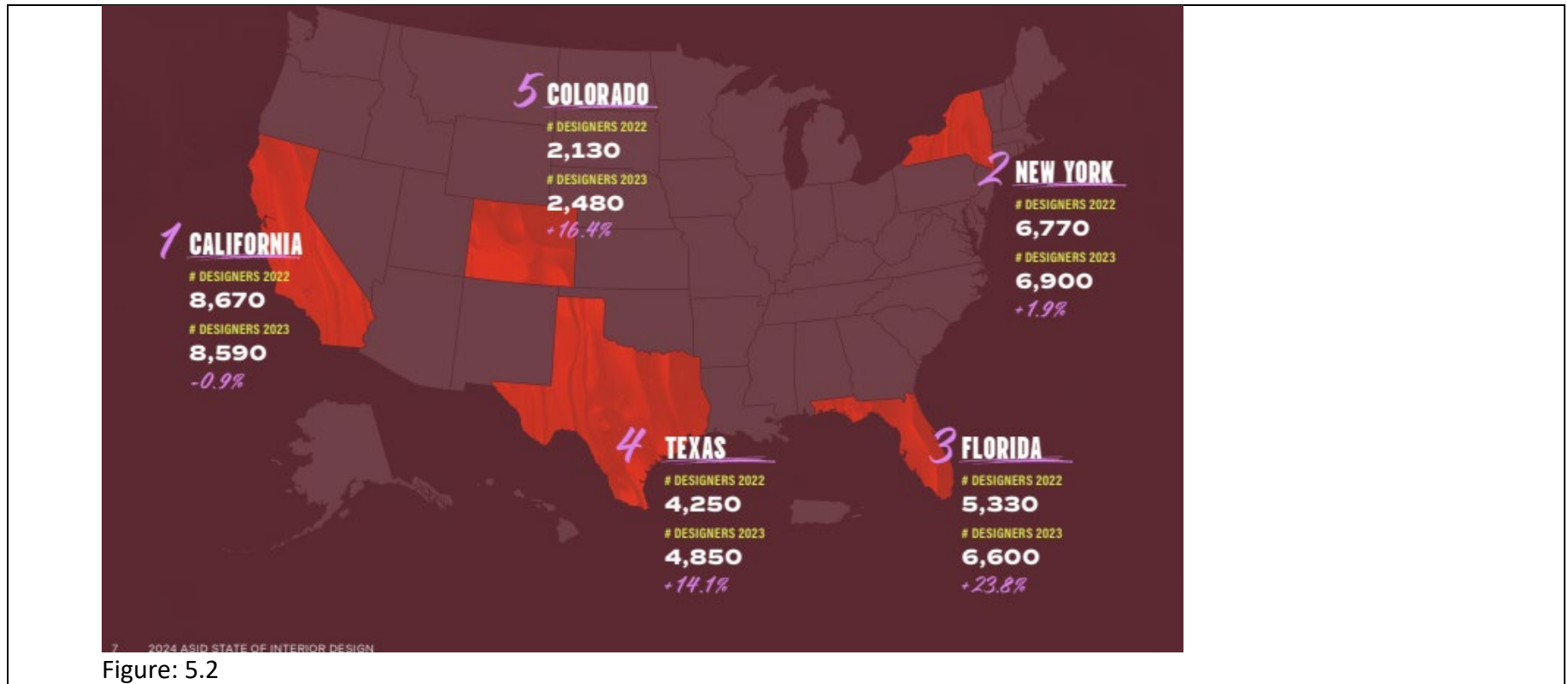


Figure: 5.2

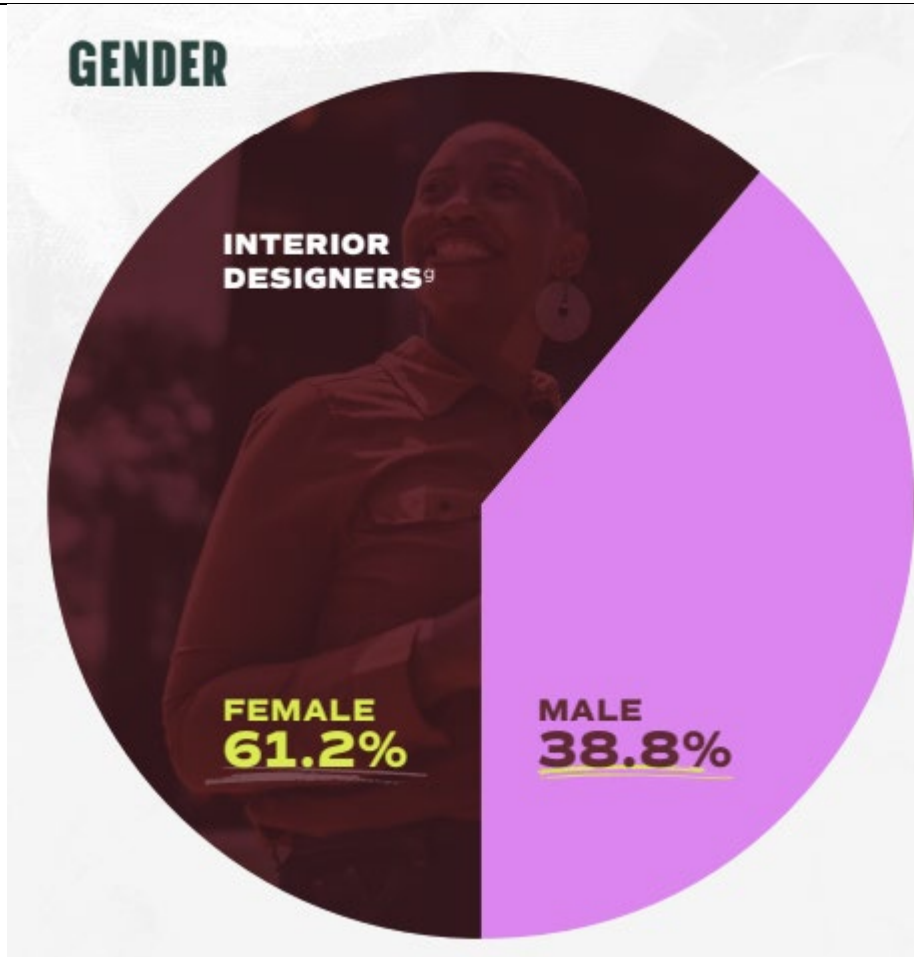


Figure 5.3

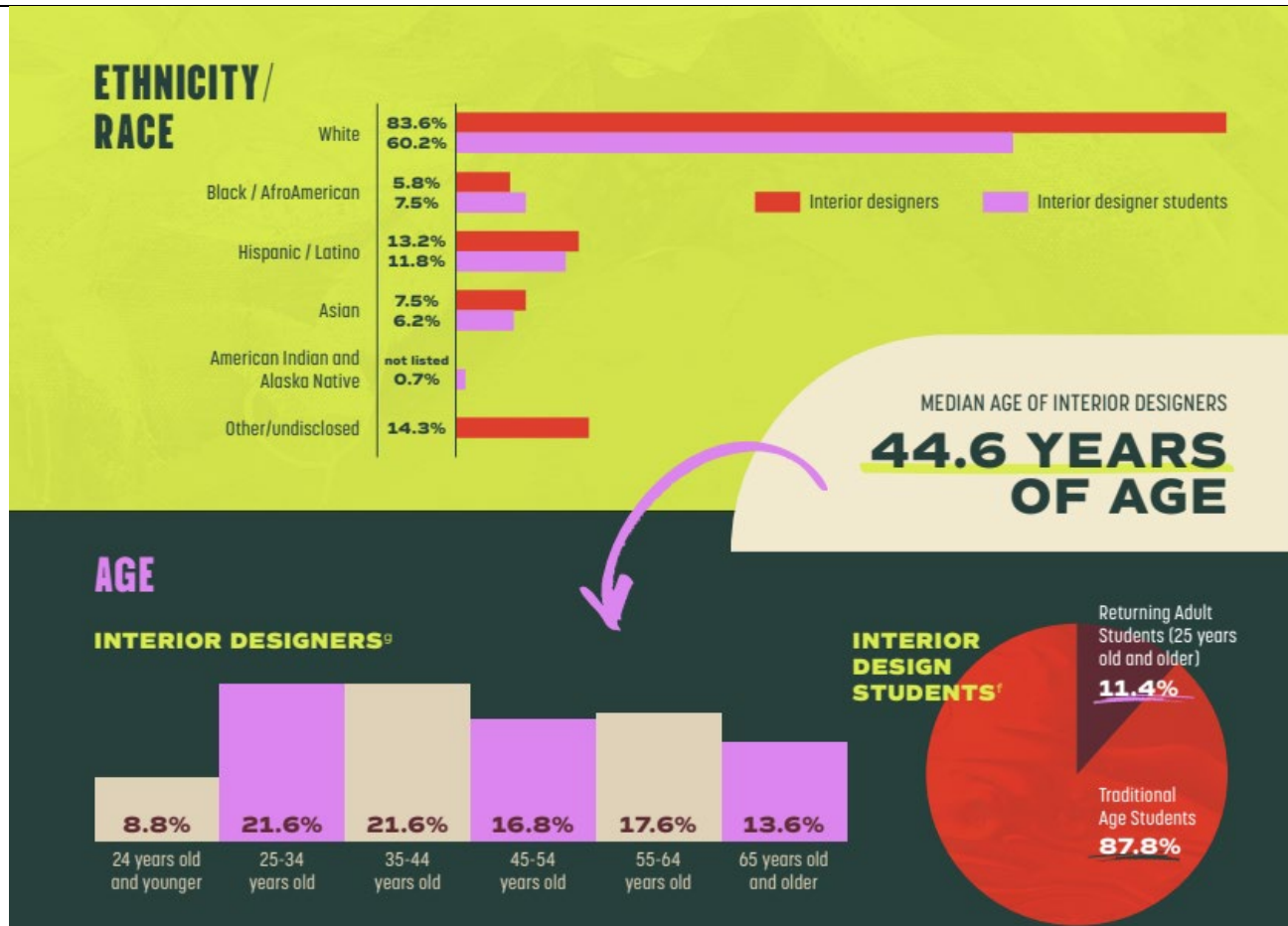


Figure: 5.4



**HIGHEST EMPLOYED INDUSTRIES  
FOR INTERIOR DESIGNERS<sup>e</sup>**

Professional Design Services	<b>31.7%</b>
Specialized Design Services	<b>21.1%</b>
Furniture and Home Furnishings Store	<b>18.0%</b>
Architectural, Engineering and Related Services	<b>10.4%</b>
Nonresidential Building Construction	<b>7.7%</b>
Wholesale Trade	<b>6.5%</b>
Build Materials and Supplies	<b>5.1%</b>
Residential Building Construction	<b>3.1%</b>
Management of Companies and Enterprises	<b>3.1%</b>
Furniture and Related Product Manufacturing	<b>1.2%</b>
Specialty Trade	<b>0.8%</b>
Federal, State and Local Government	<b>0.8%</b>
Manufacturing (e.g., textile products)	<b>0.7%</b>
All other	<b>&lt; 1.0%</b>

*Total does not equal 100 percent given not all industries are listed*

Figure 5.5

Figure 5: Estimated Number of Interior Designers (Figure: 5.1), States with the highest number of employed Interior Designers (Figure 5.2), Gender (Figure 5.3), Ethnicity/Race & Age (Figure 5.4), Highest Employed Industries for Interior Designers (Figure 5.5)

Source: ASID 2024 State of Interior Design Report



ASID 2024 State of  
Interior Design.pdf

## Section II. *Are We Doing Things Right?*

### □ 5. HOW EFFECTIVE IS OUR CURRICULUM, AND HOW DO WE KNOW?

**A. Make a case with evidence that there are no curricular barriers to program completion. Review data related to course enrollments, course completion rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.**

*Suggested/possible points to consider:*

- *Number of students who completed the program awards in each of the last 4 years? If the number of graduates does not average 5 or more per year, describe your plan to increase completions and address this issue in the Continuous Improvement Plan (CIP).*
- *At what point(s) are substantive percentages of students dropping out of the program? Use data in the “Program-Based Course Performance” tool to examine enrollment flow through the program curriculum. Does the data suggest any curricular barriers to completion? Address problems in the CIP.*
- *Analyze the course success rates and the course completion rates of each course in your program. Address problems in the CIP.*

Completion by Major/Term/Award																	
Term		FA 20	SP 21	SU 21	Total	FA 21	SP 22	SU 22	Total	FA 22	SP 23	SU 23	Total	FA 23	SP 24	SU 24	Total
Major	Award																
Green Interior & Archit Design (GRAD)	AAS	3			3		2		2								
Interior Design (INDE)	AAS		3	1	4		7	1	8	3	7	1	11	1	17	1	19
Interior Design (IND2)	Cert. Level 2										5		5		20		20
Advanced Interior Design (AIND)	Cert. Level 1		1		1		3		3	1	3		4		1		1
Interior Design (INDE)	Cert. Level 1	1	8		9	2	11	1	14	1	27	1	29	5	24	1	30
Green Interior & Arch Design (GRADS)	Occ. Skills	1	1		2	1			1								
Interior Design (INDE)	Occ. Skills	4	10		14	8	3		11	40	1	2	43	29		10	39
		9	23	1	33	11	26	2	39	45	43	4	92	35	62	12	109

*Note: In 2020 the program was renamed Interior Design from Green Interiors and Architectural Design. At this time we made major curriculum changes.*

**Figure 6: Completion by Major/Term/Award**  
Source: ZogoTech – 2025

- **At what point(s) are substantive percentage of students dropping out of the program?** We see the majority of students dropping out of the Interior Design program after the first semester. This is due to the illusion that the Interior Design profession is like what HGTV presents on television. The industry is much more technical, precise, organized, and rigorous than what is presented on these programs. HGTV showcases the program as being very glamorous and exciting. While it is an exciting profession, many are not prepared for the technical aspect required organization, critical thinking, and professionalism.

The overall rate of completion increased by 30% from 2020 to 2024.

The completion rate for the AAS degree increased by 47% from 2020 to 2024.

The completion rate for the Certification Level 1 Certificate increased by 33% from 2020 to 2024.

The completion rate for the Certification Level 2 Certificate increased by 40% from 2023 to 2024.

The completion rate for the Occupational Skills Certificate increased by 28% from 2020 to 2024.

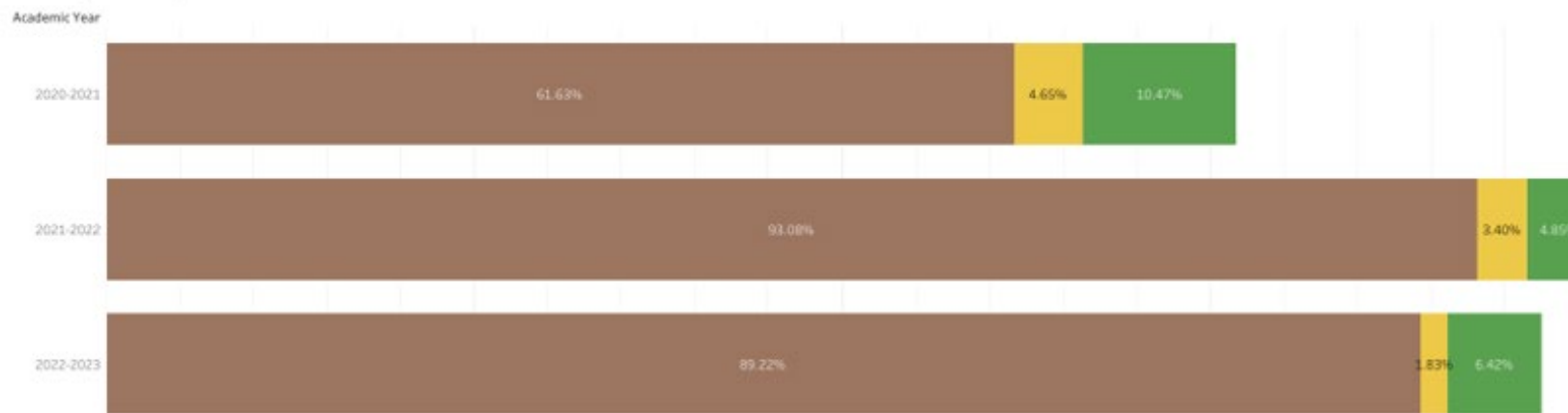
**Dropout, “Program-Based Course Performance” Data: (barriers to completion)**

**Failure, and Withdrawals**

Measure Names

- Failure Rate
- Withdrawal Rate
- Success Rates

Successes, Failures, Withdrawals



**Figure 7: Success, Failures, and Withdrawals**

Source: <https://prod-useast->

[a.online.tableau.com/#/site/collincountycommunitycollegedistrict/views/GradeDistributionDashboard\\_17297968835620/SuccessFailureandWithdrawal?iid=1](https://prod-useast-a.online.tableau.com/#/site/collincountycommunitycollegedistrict/views/GradeDistributionDashboard_17297968835620/SuccessFailureandWithdrawal?iid=1)

YEAR	SUCCESS	FAILURE	WITHDRAWAL
2020-2021	61.63	4.65	10.47
2021-2022	93.08	3.4	4.85
2022-2023	89.22	1.83	6.42

NOTE: In the Spring 2024 we eliminated the “D” grade fro the program.

**B. Show evidence that the institutional standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.**

- 1. Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.**  
 Number of completers: 273 in last five years.  
 If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of students enrolled in the program. Definition of completer—Student has met the requirements for a degree or certificate (Level I or II)
- 2. Licensure Standard: 93% of test takers pass licensure exams.**  
 If applicable, include the licensure pass rate: N/A  
 For any pass rate below 93% (Collin College’s standard), describe a plan for raising the pass rate.
- 3. Retention Standard: 78% of students enrolled in program courses on the census date should still be enrolled on the last class day (grades of A through F).**  
 Include the retention rate: 92%  
 If the retention rate is below 78%, describe a plan for raising the course completion rate.

**C. Make a case with evidence that the program curriculum is current.**

*Suggested/possible points to consider:*

- *How does the program curriculum compare to curricula at other schools? Review programs at two or more comparable colleges. Discuss what was learned and what new ideas for improvement were gained.*
- *How does the program curriculum align with any professional association standards or guidelines that may exist?*
- *Is the curriculum subject to external accreditation? If so, list the accrediting body and the most recent accreditation for your program.*

*If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.*

According to the Texas Higher Education Coordinating Board (THECB), there are currently four other colleges in Texas that offer an associate degree in Interior Design. These colleges include Dallas College, Dallas, Texas (32 miles away); San Jacinto Community College, Pasadena, Texas (244 miles away); Houston Community College, Houston, Texas (277 miles away); and El Paso Community College El Paso, Texas (580 miles away). All programs have the same overall goal, which is to provide program completers with the skills needed to gain entry-level employment in the construction industry.

The two closest to Collin College are Dallas College and San Jacinto Community College; however, Houston Community College has the most similar curriculum. All three award AAS degrees with 60-credit-hour programs and have stacked certificate programs similar to Collin College.

**Program at Dallas College, 2-year AAS:**

**Semester 1**

Course	Course Title	Credit Hours
<a href="#">INDS 1311</a>	Fundamentals of Interior Design	3
<a href="#">INDS 1301</a>	Basic Elements of Design	3
<a href="#">INDS 1319</a>	Technical Drawing for Interior Designers	3
<a href="#">INDS 1351</a>	History of Interiors I	3
+Elective	Humanities/Fine Arts	3
<b>Semester Total</b>		<b>15</b>

**Semester 2**

Course	Course Title	Credit Hours
<a href="#">INDS 1300</a>	Interior Design Drafting Applications	3
<a href="#">INDS 1352</a>	History of Interiors II	3
<a href="#">INDS 2313</a>	Residential Design I	3
<a href="#">INDS 2321</a>	Presentation Drawing	3
++Elective	Mathematics Elective	3
<b>Semester Total</b>		<b>15</b>

**Semester 3**

Course	Course Title	Credit Hours
<a href="#">INDS 1315</a>	Materials, Methods and Estimating	3
<a href="#">INDS 2307</a>	Textiles for Interior Design	3
<a href="#">INDS 2335</a>	Residential Design II	3
<a href="#">INDS 2317</a>	Rendering Techniques	3
<a href="#">SPCH 1311</a>	Introduction to Speech Communication <b>OR</b>	3
<a href="#">SPCH 1315</a>	Public Speaking	(3)
<b>Semester Total</b>		<b>15</b>

**Semester 4**

Course	Course Title	Credit Hours
<a href="#">INDS 1345</a>	Commercial Design I	3
<a href="#">INDS 2315</a>	Lighting for Interior Designers	3
<a href="#">INDS 2380</a>	Cooperative Education Interior Design <b>OR</b>	3
<a href="#">INDS 2337</a>	Portfolio Presentation	(3)
<a href="#">ENGL 1301</a>	Composition I	3
<a href="#">PSYC 2301</a>	General Psychology <b>OR</b>	3
<a href="#">SOCI 1301</a>	Introduction to Sociology	(3)
<b>Semester Total</b>		<b>15</b>

**Minimum Hours Required 60**

**Comparison between the Program at Dallas College and Collin College Interior Design program:**

Course		Does Collin Teach the Course's Learning Objectives in the Program?
<b>INDS 1311</b>	Fundamentals of Interior Design	The objectives of this course are covered in other courses throughout the curriculum.
<b>INDS 1300</b>	Interior Design Drafting Applications	Collin has INDS 1372 – Computer-Aided Drafting for Interior Design, which has similar learning objectives.
<b>INDS 2321</b>	Presentation Drawing	The learning objectives in this course are covered in INDS 1372 CADD for Interior Design, and INDS 2327 Portfolio Presentation.
<b>INDS 2307</b>	Textiles for Interior Design	The learning objective in this course are covered in INDS 1315 Materials, Methods, and Estimating. The objectives are applied to a project in INDS 2330.
<b>INDS 2315</b>	Lighting for Interior Design	The learning objectives in this class are covered in INDS 2313 Residential I, INDS 2335 Residential II, and INDS 1345 Commercial I.
<b>INDS 2380</b>	Coop for Interior Design	We added INDS 2310 NKBA Kitchen and Bath class in lieu of the coop as the subject material information was a vital component to student learning objectives, a specialty category that is growing in the industry.

**Program at Houston Community College, 2-year AAS:**

**FIRST YEAR**

**First Semester - Fall**

- [INDS 1311 - Fundamentals of Interior Design](#) Credits: 3
- [INDS 1301 - Basic Elements of Design](#) Credits: 3
- [INDS 1319 - Technical Drawing for Interior Designers](#) Credits: 3
- [INDS 1370 - History of Interiors](#) Credits: 3
- [INDS 2321 - Presentation Drawing](#) Credits: 3

**Semester Total: 15**

**Second Semester - Spring**

- [INDS 1349 - Fundamentals of Space Planning](#) Credits: 3
- [INDS 2307 - Textiles for Interior Design](#) Credits: 3
- [INDS 2305 - Interior Design Graphics](#) Credits: 3
- [INDS 2317 - Rendering Techniques](#) Credits: 3



**Semester Total: 12**

**Third Semester - Summer**

- [ARTS 1303 - Art History I \(Prehistoric to the 14th Century\)](#) Credits: 3
- XXXX #3## - Math/Natural Science Elective 3 <sup>1</sup>

**Semester Total: 6**

**SECOND YEAR**

**First Semester - Fall**

- [INDS 2313 - Residential Design I](#) Credits: 3
- [INDS 1315 - Materials, Methods and Estimating](#) Credits: 3
- [INDS 2271 - Digital Presentation Methods](#) Credits: 2
- [ARTS 1304 - Art History II \(14th Century to the Present\)](#) Credits: 3

**Semester Total: 11**

**Second Semester - Spring**

- [INDS 1345 - Commercial Design I](#) Credits: 3
- [INDS 2325 - Professional Practices for Interior Designers](#) Credits: 3
- [INDS 2237 - Portfolio Presentation](#) Credits: 2 (Capstone)
- [INDS 2264 - Practicum \(or Field Experience\) Interior Design](#) Credits: 2

**Semester Total: 10**

**Total Minimum Credits for the AAS Degree: 60**

**Comparison between the Program at Houston Community College and Collin College Interior Design program**

Course		Does Collin Teach the Course's Learning Objectives in the Program?
<b>INDS 1311</b>	Fundamentals of Interior Design	The objectives of this course are covered in other courses throughout the curriculum.
<b>ART 1302</b>	Art History I	Collin has INDS 1352 – History of Interiors which is more relevant to the profession.
<b>ART 1304</b>	Art History II	Collin has INDS 1352 – History of Interiors which is more relevant to the profession.
<b>INDS 2321</b>	Presentation Drawing	The learning objectives in this course are covered in INDS 1372 CADD for Interior Design, and INDS 2327 Portfolio Presentation.
<b>INDS 2307</b>	Textiles for Interior Design	The learning objective in this course are covered in INDS 1315 Materials, Methods, and Estimating. The objectives are applied to a project in INDS 2330.
<b>INDS 2315</b>	Lighting for Interior Design	The learning objectives in this class are covered in INDS 2313 Residential I, INDS 2335 Residential II, and INDS 1345 Commercial I.

<b>INDS 2271</b>	Digital Presentation	The learning objectives in the course are covered in INDS 1372 CADD for Interior Design, INDS 2317 Rendering Techniques, and INDS 2327 Portfolio Presentation.
<b>INDS 2264</b>	Practicum for Interior Design	We added INDS 2310 NKBA Kitchen and Bath class in lieu of the coop as the subject material information was a vital component to student learning objectives, a specialty category that is growing in the industry.

**D. Present evidence from advisory committee minutes, attendance, and composition that the advisory committee includes employers who are actively engaged on the committee and who are representative of area employers.**

1. How many employers does your advisory committee have? *Click or tap here to enter number of employers on advisory committee.*
2. How many employers attended the last two meetings? *Click or tap here to enter number of employers at last two advisory meetings.*
3. How has the advisory committee impacted the program over the last five years (including latest trends, directions, and insights into latest technologies)?

<ol style="list-style-type: none"> <li>1. How many employers does your advisory committee have? <b>21 member companies</b></li> <li>2. How many employers attended the last two meetings? <b>8-10 members at each of the last two meetings. Due to low attendance we are considering hosting the next meeting as a virtual Zoom meeting.</b></li> <li>3. How has the advisory committee impacted the program over the last five years (including latest trends, directions, and insights into latest technologies)? <b>The advisory committee has been very helpful about employment opportunities, interior design trends, growth segment markets, desired skill sets, interview expectations, and current software used by residential design firms.</b></li> </ol> <p>For the majority of this program review period, the advisory committee meetings have been smaller than they should be, some members didn't attend meetings, and some of the members were not representing employers that hire program completers. The committee is comprised of representatives from the following specialties:</p> <ul style="list-style-type: none"> <li>• Residential Interior Designers</li> <li>• Residential Interior Design Firms</li> <li>• Hospitality Interior Designer</li> <li>• Large Home Builders</li> <li>• Residential Home Remodeling</li> <li>• Residential Design Build Firm</li> <li>• Kitchen and Bath Designers</li> <li>• Residential General Contractor, Production Homes</li> </ul>
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- Commercial Furniture Dealer
- Healthcare/Sr. Living Furniture Sales Representative
- National Paint Manufacturers Sales Representative
- Home Stager
- Drapery and Upholstery Workroom
- Residential Product Manufacturer Distributor
- Manufacturer Product Representatives
- Online Interior Design Magazine & Social Media Coordinator

4. Briefly summarize the curriculum recommendations made by the advisory committee over the last five years.

The advisory committee worked with us in 2020 when we reorganized the curriculum in the previous Program Review. The only class changed in the last 5 years was a sequencing change of INDS 1372 CADD For Interior Designers and INDS 1319 Technical Drawing. After teaching INDS 1372 first, we realized INDS 1319 needed to be taken before the CADD class. Understanding how to read drawings/blueprints was critical before a student learned to create the drawings.

**E. Make a case with evidence that the program is well managed.**

*Suggested/possible points to consider (Data can be found at [http://inside.collin.edu/institutionaleffect/Program\\_Review\\_Process.html](http://inside.collin.edu/institutionaleffect/Program_Review_Process.html)):*

- *Average class size*
- *Grade distributions*
- *Contact hours taught by full-time and part-time faculty*
- *Identify all courses that have a success rate below 75%. If any of these are core courses, visit with the discipline lead for the course(s) in question to determine whether or not the content of the course(s) is appropriate to the workforce program learning outcomes. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention(s) might improve success rates for each identified course.*
- *How well are general education requirements integrated with the technical coursework?*
- *Student satisfaction: What evidence do you have that students are satisfied with the program? What kinds of complaints are made to the associate dean/director by program students?*

Average Class Size				
	Year	Year	Year	Year

Term	2020-2021	2021-2022	2022-2023	2023-2024
Fall 2020	26			
Fall 2021		21		
Fall 2022			20	
Fall 2023				19
Spring & Wintermester 2021	13			
Spring & Wintermester 2022		16		
Spring & Wintermester 2023			13	
Spring & Wintermester 2024				24

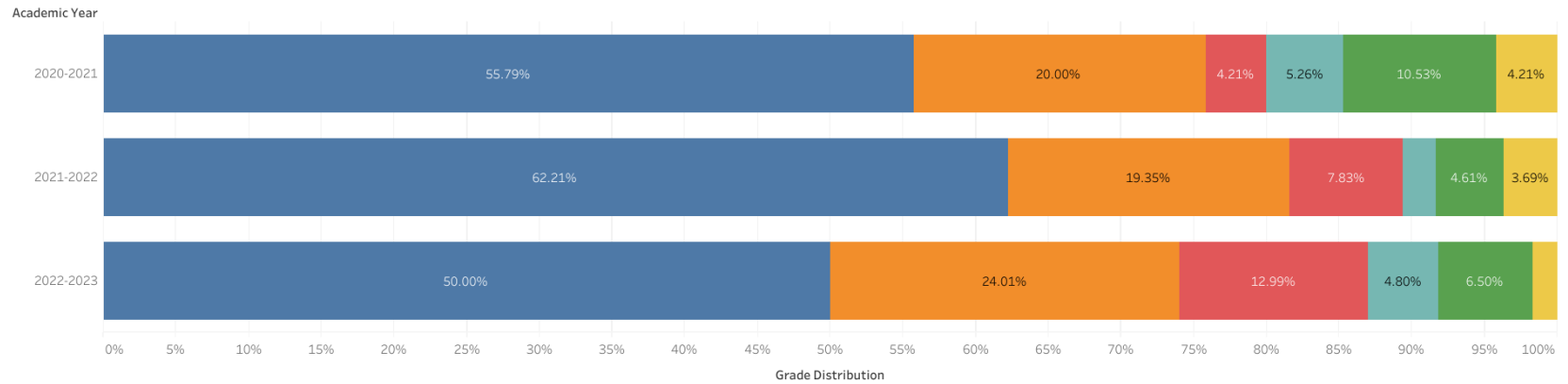
**Figure 8: Average Class Size 2020-2024**  
Source: ZogoTech 2025

**Distribution by Grades**

Measure Names

- Percent A
- Percent B
- Percent C
- Percent D
- Failure Rate
- Withdrawal Rate

Grade Distribution



**Figure 9: Distribution by Grades 2020-2024**

Source: [https://prod-useast-a.online.tableau.com/#/site/collincountycommunitycollegedistrict/views/GradeDistributionDashboard\\_17297968835620/DistributionofGrades?:iid=3](https://prod-useast-a.online.tableau.com/#/site/collincountycommunitycollegedistrict/views/GradeDistributionDashboard_17297968835620/DistributionofGrades?:iid=3)

INDS-1301		Basic Elements of Design																
		Grade Assigned							Grade Distribution							Completion	Success	Course
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate *	GPA**
2019	34	15	5	5	1	0	4	4	44%	15%	15%	3%	0%	12%	12%	88%	76%	3.31
2020	33	19	6	2		0	4	2	58%	18%	6%	0%	0%	12%	6%	94%	82%	3.63
2021	60	17	31	5	1	0	4	2	28%	52%	8%	2%	0%	7%	3%	97%	90%	3.19
2022	61	26	17	7	2	0	7	2	43%	28%	11%	3%	0%	11%	3%	97%	85%	3.29
2023	47	17	14	5	1	0	6	4	36%	30%	11%	2%	0%	13%	9%	91%	79%	3.27

Averages..... 42% 28% 10% 2% 0% 11% 7% 93% 82%

*Note: The program’s course list is based on the 2022-2023 academic catalog. The data source is Collin College’s ZogoTech Data System on 6/19/2023.*

*\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.*

*\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.*

*Sums of distributions may not equal 100 percent due to rounding.*

INDS-1315		Materials, Methods, and Estimating															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	13	7	1	1	0	0	0	4	54%	8%	8%	0%	0%	0%	31%	69%	69%	3.67	
2020	10	7	0	0	0	0	2	1	70%	0%	0%	0%	0%	20%	10%	90%	70%	4.00	
2021	15	8	3	0	2	0	2	0	53%	20%	0%	13%	0%	13%	0%	100%	87%	3.31	
2022	12	8	3	0	0	0	1	0	67%	25%	0%	0%	0%	8%	0%	100%	92%	3.73	
2023	14	8	2	2	1	0	1	0	57%	14%	14%	7%	0%	7%	0%	100%	93%	3.31	
Averages.....									60%	13%	4%	4%	0%	10%	8%	92%	82%		
<p><i>Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.</i></p> <p><i>*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.</i></p> <p><i>**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.</i></p> <p><i>Sums of distributions may not equal 100 percent due to rounding.</i></p>																			

INDS-1319		Technical Drawing for Interior Designers															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2021	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2022	14	7	2	3	1	0	0	1	50%	14%	21%	7%	0%	0%	7%	93%	93%	3.15	
2023	36	21	12	1	1	0	1	0	58%	33%	3%	3%	0%	3%	0%	100%	97%	3.51	
Averages.....									54%	24%	12%	5%	0%	1%	4%	96%	95%		
<p><i>Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.</i></p> <p><i>*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.</i></p> <p><i>**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.</i></p> <p><i>Sums of distributions may not equal 100 percent due to rounding.</i></p>																			

INDS-1345		Commercial Design I																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	7	5	2	0	0	0	0	0	71%	29%	0%	0%	0%	0%	0%	100%	100%	3.71
2020	7	5	1	0	0	0	1	0	71%	14%	0%	0%	0%	14%	0%	100%	86%	3.83
2021	10	4	3	2	0	0	0	1	40%	30%	20%	0%	0%	0%	10%	90%	90%	3.22
2022	11	9	1	0	1	0	0	0	82%	9%	0%	9%	0%	0%	0%	100%	100%	3.64
2023	12	7	0	3	1	0	1	0	58%	0%	25%	8%	0%	8%	0%	100%	92%	3.18
Averages.....									65%	16%	9%	3%	0%	5%	2%	98%	93%	
<p><i>Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.</i></p> <p><i>*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.</i></p> <p><i>**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.</i></p> <p><i>Sums of distributions may not equal 100 percent due to rounding.</i></p>																		

INDS-1349		Fundamentals of Space Planning																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	21	18	1	0	0	0	1	1	86%	5%	0%	0%	0%	5%	5%	95%	90%	3.95
2020	17	14	0	1	1	0	0	1	82%	0%	6%	6%	0%	0%	6%	94%	94%	3.69
2021	14	7	3	0	0	0	3	1	50%	21%	0%	0%	0%	21%	7%	93%	71%	3.70
2022	51	28	11	4	2	0	4	2	55%	22%	8%	4%	0%	8%	4%	96%	88%	3.44
2023	48	17	19	2	3	0	5	2	35%	40%	4%	6%	0%	10%	4%	96%	85%	3.22
Averages.....									62%	17%	4%	3%	0%	9%	5%	95%	86%	
<p><i>Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.</i></p> <p><i>*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.</i></p> <p><i>**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.</i></p> <p><i>Sums of distributions may not equal 100 percent due to rounding.</i></p>																		

INDS-1352		History of Interiors II															Completion Rate	Success Rate *	Course GPA*
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	17	14	3	0	0	0	0	0	82%	18%	0%	0%	0%	0%	0%	100%	100%	3.82	
2020	14	7	2	0	1	0	2	2	50%	14%	0%	7%	0%	14%	14%	86%	71%	3.50	
2021	22	11	5	1	0	0	3	2	50%	23%	5%	0%	0%	14%	9%	91%	77%	3.59	
2022	25	18	4	1	2	0	0	0	72%	16%	4%	8%	0%	0%	0%	100%	100%	3.52	
2023	48	32	9	2	2	0	2	1	67%	19%	4%	4%	0%	4%	2%	98%	94%	3.58	

Averages..... 64% 18% 3% 4% 0% 6% 5% 95% 88%

*Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.*

*\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.*

*\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.*

*Sums of distributions may not equal 100 percent due to rounding.*

INDS-1372		Computer-Aided Drafting for Interior Designers															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	18	11	4	0	0	0	3	0	61%	22%	0%	0%	0%	17%	0%	100%	83%	3.73	
2020	18	10	4	0	0	0	2	2	56%	22%	0%	0%	0%	11%	11%	89%	78%	3.71	
2021	28	18	2	0	0	0	6	2	64%	7%	0%	0%	0%	21%	7%	93%	71%	3.90	
2022	19	9	4	2	1	0	1	2	47%	21%	11%	5%	0%	5%	11%	89%	84%	3.31	
2023	58	24	10	10	3	0	10	1	41%	17%	17%	5%	0%	17%	2%	98%	81%	3.17	

Averages..... 54% 18% 6% 2% 0% 14% 6% 94% 80%

*Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.*

*\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.*

*\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.*

*Sums of distributions may not equal 100 percent due to rounding.*



INDS-2310		Kitchen and Bath Design																		
		Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**		
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W					
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2022	26	16	5	3	0	0	0	2	62%	19%	12%	0%	0%	0%	8%	92%	92%	3.54		
2023	35	20	8	5	1	0	1	0	57%	23%	14%	3%	0%	3%	0%	100%	97%	3.38		
Averages.....									59%	21%	13%	1%	0%	1%	4%	96%	95%			
<p><i>Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.</i></p> <p><i>*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.</i></p> <p><i>**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.</i></p> <p><i>Sums of distributions may not equal 100 percent due to rounding.</i></p>																				

INDS-2313		Residential Design I																		
		Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**		
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W					
2019	12	10	2	0	0	0	0	0	83%	17%	0%	0%	0%	0%	0%	100%	100%	3.83		
2020	9	2	6	0	0	0	1	0	22%	67%	0%	0%	0%	11%	0%	100%	89%	3.25		
2021	9	4	2	1	2	0	0	0	44%	22%	11%	22%	0%	0%	0%	100%	100%	2.89		
2022	26	15	6	3	0	0	1	1	58%	23%	12%	0%	0%	4%	4%	96%	92%	3.50		
2023	32	8	12	9	2	0	1	0	25%	38%	28%	6%	0%	3%	0%	100%	97%	2.84		
Averages.....									47%	33%	10%	6%	0%	4%	1%	99%	96%			
<p><i>Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.</i></p> <p><i>*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.</i></p> <p><i>**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.</i></p> <p><i>Sums of distributions may not equal 100 percent due to rounding.</i></p>																				

INDS-2317		Rendering Techniques																	
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**	
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2022	16	12	2	1	0	0	0	1	75%	13%	6%	0%	0%	0%	6%	94%	94%	3.73	
2023	11	7	2	1	0	0	1	0	64%	18%	9%	0%	0%	9%	0%	100%	91%	3.60	
Averages.....									69%	15%	8%	0%	0%	5%	3%	97%	92%		
<p>Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.</p> <p>*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.</p> <p>**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.</p> <p>Sums of distributions may not equal 100 percent due to rounding.</p>																			
INDS-2325		Professional Practices for Interior Designers																	
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**	
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2022	8	7	0	1	0	0	0	0	88%	0%	13%	0%	0%	0%	0%	100%	100%	3.75	
2023	11	5	3	3	0	0	0	0	45%	27%	27%	0%	0%	0%	0%	100%	100%	3.18	
Averages.....									66%	14%	20%	0%	0%	0%	0%	100%	100%		
<p>Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.</p> <p>*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.</p> <p>**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.</p> <p>Sums of distributions may not equal 100 percent due to rounding.</p>																			

INDS-2330		Interior Design Building Systems																
		Grade Assigned							Grade Distribution							Completion	Success	Course
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate *	GPA**
2019	7	6	1	0	0	0	0	0	86%	14%	0%	0%	0%	0%	0%	100%	100%	3.86
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2022	14	11	2	1	0	0	0	0	79%	14%	7%	0%	0%	0%	0%	100%	100%	3.71
2023	10	6	1	2	1	0	0	0	60%	10%	20%	10%	0%	0%	0%	100%	100%	3.20
Averages.....									75%	13%	9%	3%	0%	0%	0%	100%	100%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

INDS-2331		Commercial Design II																
		Grade Assigned							Grade Distribution							Completion	Success	Course
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate *	GPA**
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2022	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2023	7	3	0	3	1	0	0	0	43%	0%	43%	14%	0%	0%	0%	100%	100%	2.71
Averages.....									43%	0%	43%	14%	0%	0%	0%	100%	100%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

\*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

\*\*Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

INDS-2335		Residential Design II																			
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**			
		A	B	C	D	P	F	W	A	B	C	D	P	F	W						
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2022	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2023	15	10	0	1	1	0	2	1	67%	0%	7%	7%	0%	13%	7%	93%	80%	3.58			
Averages.....									67%	0%	7%	7%	0%	13%	7%	93%	80%				
<p>Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.</p> <p>*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.</p> <p>**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.</p> <p>Sums of distributions may not equal 100 percent due to rounding.</p>																					
INDS-2337		Portfolio Presentation																			
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**			
		A	B	C	D	P	F	W	A	B	C	D	P	F	W						
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2022	4	4	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	100%	100%	4.00			
2023	11	7	0	2	2	0	0	0	64%	0%	18%	18%	0%	0%	0%	100%	100%	3.09			
Averages.....									82%	0%	9%	9%	0%	0%	0%	100%	100%				
<p>Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.</p> <p>*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.</p> <p>**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.</p> <p>Sums of distributions may not equal 100 percent due to rounding.</p>																					

INDS-2380		Cooperative Education – Interior Design																
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
		A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	4	4	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	100%	100%	4.00
2020	1	1	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	100%	100%	4.00
2021	2	2	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	100%	100%	4.00
2022	2	2	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	100%	100%	4.00
2023	1	1	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	100%	100%	4.00
Averages.....									100%	0%	0%	0%	0%	0%	0%	100%	100%	
<p><i>Note: The program’s course list is based on the 2022-2023 academic catalog. The data source is Collin College’s ZogoTech Data System on 6/19/2023.</i></p> <p><i>*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.</i></p> <p><i>**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.</i></p> <p><i>Sums of distributions may not equal 100 percent due to rounding.</i></p>																		

**Figure 10: Grade Distribution by Course by Year**

Source: <https://inside.collin.edu/institutionaleffect/2023-24%20Interior%20Design%20-%20Grade%20Distribution.pdf>

**Retention Rates Per Course**

COURSE	COURSE NAME	SUCCESS RATE	COMPLETION RATE
INDS 1301	Basic Elements of Design	82%	93%
INDS 1315	Materials, Methods & Estimating	82%	92%
INDS 1319	Technical Drawing	95%	96%
INDS 1345	Commercial Design I	93%	98%
INDS 1349	Fundamentals of Space Planning	86%	85%
INDS 1352	History of Interiors II	88%	95%
INDS 1372	CADD for Interior Design	80%	94%
INDS 2310	Kitchen & Bath Design	95%	96%
INDS 2313	Residential Design I	96%	99%
INDS 2317	Rendering Techniques	92%	97%

INDS 2325	Professional Practices for Interior Design	100%	100%
INDS 2330	Building Systems for Interior Design	100%	100%
INDS 2331	Commercial Design II	100%	100%
INDS 2335	Residential Design II	80%	93%
INDS 2337	Portfolio Presentation	100%	100%
<b>AVERAGE</b>		<b>91%</b>	<b>96%</b>

**Figure 11: Compiled Success and Completion Rates**

Source: <https://inside.collin.edu/institutionaleffect/2023-24%20Interior%20Design%20-%20Grade%20Distribution.pdf>

**Faculty Contact Hours**

Department	FT Faculty		Part-Time Faculty		TOTAL
	Number	%	Number	%	
Interior Design	13,450	82%	3008	18%	16528

Contact Hours by  
Department by Faculty  
Employment Status  
District-Wide Totals Collin  
College Fall 2022 Census

**Figure 12: Faculty Contact Hours**

Source: ZogoTech 2025

- **Identify all courses that have a success rate below 75%. If any of these are core courses, visit with the discipline lead for the course(s) in question to determine whether or not the content of the course(s) is appropriate to the workforce program learning outcomes. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention(s) might improve success rates for each identified course.**

In 2019 **INDS 1315 Materials, Methods, and Estimating** had a 69% success rate.

This course teaches what finish and materials are appropriate for different interior design applications, cost, environmental impacts, and estimating. The estimating phase appears to be where many students struggle. Excel is used to calculate materials and most students do not know this software. We encourage them to get help with the Anthony Peterson center to taking a LinkedIn Learning

class prior to taking this course. Another strategy we have incorporated is to engage more guest speakers that review the products and assist with estimating methods.

In 2020 **INDS 1352 History II** had a 71% success rate. This is one of the first semester courses required in the program. This is when we see students who are not serious about what is required of the program drop out.

In 2021 **INDS 1349 Fundamental Space Planning** had a 71% success rate. This is also a first semester course required in the program. This course requires critical thinking skills to create hand drawing and space planning layouts of rooms, furniture, appliances, and plumbing. Many students struggle with scale, proportion, and balance. By the end of the semester, many start to make the connection of how these elements work together in actual spaces. This is when we see students dropping out of the program.

In 2021 **INDS 1372 CADD for Interior Design** had a 71% success rate. This is a second semester course required in the program. This course is very technical and requires a lot of practice and critical skills. Many students struggle with the technical aspect and do not want to spend the time practicing to learn the software. This software is required in all studio classes and is a standard in the interior design industry.

- **How well are general education requirements integrated with the technical coursework?** General education classes are encouraged to be integrated into each semester along with the interior design technical classes. We have noticed that many students are overwhelmed by the second or third semester and often postpone taking the general education classes until the summer months. Some of this is due to family obligations or work schedules of the students.

STUDENT SATISFACTION				
Student Evaluation of Instruction	Scale of 1 to 4*			
	*1-Strongly Disagree, *2-Disagree, *3-Agree, *4-Strongly Agree			
	Fall 2022	Fall 2023	Spring 2024	Fall 2024
The course was well managed	3.71	3.7	3.7	3.7
The instructor communicated effectively	3.81	3.8	3.9	3.9
The instructor provided sufficient feedback regarding the quality of your work	3.49	3.5	3.5	3.5

The instructor treated students with respect	3.57	3.6	3.6	3.6
The instructor created an environment that facilitated learning	3.49	3.5	3.5	3.5
<b>Semester Average</b>	<b>3.614</b>	<b>3.62</b>	<b>3.64</b>	<b>3.64</b>

**Figure 13: Student Satisfaction**

Source: Collin College IRO



□ **6. HOW EFFECTIVELY DO WE COMMUNICATE, AND HOW DO WE KNOW?**

**A. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program’s recruitment plan, retention plan and completion plan.**

*Suggested/possible points to consider:*

- *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
- *How does the program ensure that students are informed/aware of program literature? Is program literature made accessible to all students (i.e. can they obtain the information they need)?*
- *Designate who is responsible for monitoring and maintaining the unit’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

***Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.***

The INDS program catalog can be found at <https://www.collin.edu/academics/programs/interior-design-overview>

The catalog expresses the goals of the program, the different award types the program offers, the degree plan for each award type, and course descriptions with prerequisite requirements. The catalog is maintained by Collin’s Curriculum Office, allowing the degree plans to update whenever changes are made to the curriculum. The program's goals are revised by the Director, Craig Johnson and Discipline Lead, Deborah Fuller. The Curriculum Office also maintains Collin's course descriptions and the associated student learning outcomes. This information is formally established at the statewide level or (in the case of local needs courses) must be submitted to the Texas Higher Education Coordinating Board to be approved.

The biggest strength of the catalog is that potential students are aware that an Interior Design program at Collin College exists and has the goal of fulfilling the constant demand by the industry for an educated and well-prepared workforce. The catalog also expresses that students planning on transferring should consult an academic advisor before registering to ensure the transferability of courses. This ensures that students registering for the program know the program’s transfer constraints (i.e., INDS courses won’t transfer to a bachelor’s degree at a 4-year university in the same discipline. The biggest weakness is that the catalog has no information on industry or career opportunities. This has been identified as a need and addressed with the information on the Interior Design Department website:

<https://www.collin.edu/academics/info/interior-design.pdf>

Program literature is posted on the Interior Design program website (linked below). Additionally, we have a Teams website that includes event postings, job postings, Revit tutorials, links for resources, etc. There are also bulletin boards in the hallways outside our classrooms with event postings, campus events, scholarship opportunities, etc. The bulletin boards and website are managed by our career coach, Kate Smith. Kate’s contact information is also posted on all the bulletin boards and on the website. Kate works with every individual student in

the department and follows up with classroom visits each semester to ensure that the students have all the current information regarding the program. <https://www.collin.edu/department/constructionmanagement/interiordesign>

The interior design professors are currently creating a student survey system to gather information on employment, internships, students' experiences, etc. This information will be used to keep our website current and relevant and integrate feedback into program improvement.

The program website was created by Kate Smith, a Career Coach. We are currently working on updating it to provide new content with accurate and relevant information. This is a goal for 2025. Deborah Fuller, the lead professor, is in charge of the content and information. Monthly Collin College Interior Design Newsletters are also sent to all students to encourage local industry events, campus events, resources, and job posting opportunities.

### **PROGRAM INFORMATION**

#### **Interior Design, AAS**

##### **First Year**

###### **First Semester**

- **INDS 1301** - Basic Elements of Design
- **INDS 1319** - Technical Drawing for Interior Designers
- **INDS 1349** - Fundamentals of Space Planning
- **INDS 1352** - History of Interiors II
- **SPCH 1321** - Business and Professional Communication (Gen Ed: Program Option - see [Speech](#) options)

###### **Second Semester**

- **INDS 1372** - Computer-Aided Drafting for Interior Designers
- **INDS 2310** - Kitchen and Bath Design
- **INDS 2313** - Residential Design I
- **MATH 1324** - Mathematics for Business and Social Sciences (Gen Ed: Mathematics/Natural Sciences - see [Mathematics](#) options)
- **GEN ED** - Social/Behavioral Sciences course (Gen Ed: Social/Behavioral Sciences)

##### **Second Year**

###### **First Semester**

- **INDS 1315** - Materials, Methods and Estimating
- **INDS 1345** - Commercial Design I
- **INDS 2317** - Rendering Techniques

- **INDS 2335** - Residential Design II
  - ENGL 1301 - Composition I(Gen Ed: Communication)
- Second Semester**
- **INDS 2325** - Professional Practices for Interior Designers
  - **INDS 2330** - Interior Design Building Systems(Capstone)
  - **INDS 2331** - Commercial Design II
  - **INDS 2337** - Portfolio Presentation
  - GEN ED - Humanities/Fine Arts course (Gen Ed: Humanities/Fine Arts)
- Total Credit Hours: 60**
- Note: May substitute **INDS 2380** for any INDS course, with consent of Associate Dean/Director.*

**B. In the following Program Literature Review Table, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public. Please fill out the table only for this prompt (B.), no analysis is necessary here.**

**Program Literature Review Table**

Title	Type (i.e. URL, brochure, handout, etc.)	Date of Last Review/Update		Responsible Party
Interior Design Department Website	<a href="https://www.collin.edu/department/constructionmanagement/interiordesign">https://www.collin.edu/department/constructionmanagement/interiordesign</a>	2025	<input checked="" type="checkbox"/> Current <input checked="" type="checkbox"/> Accurate <input checked="" type="checkbox"/> Relevant	Director, Craig Johnson, and Career Coach, Kate Smith

			<input checked="" type="checkbox"/> Available	
Online Catalog	<a href="https://www.collin.edu/academics/programs/interior-design-aas-interiordesign">https://www.collin.edu/academics/programs/interior-design-aas-interiordesign</a>	2025	<input checked="" type="checkbox"/> Current <input checked="" type="checkbox"/> Accurate <input checked="" type="checkbox"/> Relevant <input checked="" type="checkbox"/> Available	Director, Craig Johnson, and Discipline Lead, Deborah Fuller
ASID 2024 Talent Acquisition Report	Publication/Report	2024	<input checked="" type="checkbox"/> Current <input checked="" type="checkbox"/> Accurate <input checked="" type="checkbox"/> Relevant <input checked="" type="checkbox"/> Available	American Society of Interior Designers (ASID – a national professional organization)
ASID 2024 Compensation & Benefits Report	Publication/Report		<input checked="" type="checkbox"/> Current <input checked="" type="checkbox"/> Accurate <input checked="" type="checkbox"/> Relevant <input checked="" type="checkbox"/> Available	American Society of Interior Designers (ASID – a national professional organization)
American Society of Interior Designers (ASID – a national	Publication/Report	2024	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant	American Society of Interior Designers (ASID – a national

professional organization)			<input type="checkbox"/> Available	professional organization)
	Click or tap here to enter text.	Click or tap to enter a date.	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Click or tap here to enter text.

**□ 7. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?**

**Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the program outcomes.**

The Interior Design program works diligently to recruit industry partners to advance program outcomes. These partners can serve on the program’s advisory committee as guest speakers during classes and special events, provide course projects, and participate in career and the Portfolio Show. The program constantly seeks opportunities that shorten the gap between students and the industry. We currently have partners in the following disciplines in the industry:

- Residential Interior Design
- Home Builders
- Home Builders Interior Designers
- Home/Townhouse Builders
- Distributors
- Manufacturers
- Furniture Representatives
- Hospitality Interior Design
- Interior Decorators
- Custom Drapery/Window Coverings, and Upholstery
- Residential Remodeling/Renovations
- Commercial Furniture Dealerships
- Interior Design Online Magazine and Social Media Creator

**Partnership Resources Table\*\***

Partner/Organization	Description	Formal Agreement Duration, if any.	How is it Valuable to the Program?
Grenadier Homes	Serves on Advisory Committee	2 years	Provides industry trends on residential townhome trends and construction.
Roost Design Build	Serves on Advisory Committee	2 years	Provides industry trends on residential trends and growth in Fannin County, Texas
Nicole Arnold Interiors	Serves on Advisory Committee	2 years	Provides industry trends on residential interior design.
Michelles Interiors	Serves on Advisory Committee	2 years	Provides industry trends on residential interior design
Beyond Interior Design	Serves on Advisory Committee	2 years	Provides industry trends on residential interior design
KLW Designs, LLC	Serves on Advisory Committee	2 years	Provides industry trends on residential kitchen and bath design and renovation
Rachel Winston Design	Serves on Advisory Committee	2 years	Provides industry trends on residential interior design

Signature Home Services	Serves on Advisory Committee	2 years	Provides industry trends on residential renovation
Prosource	Serves on Advisory Committee	2 years	Provides industry trends on residential products, finish and materials



**8. WHAT PROFESSIONAL DEVELOPMENTAL OPPORTUNITIES ADD VALUE TO YOUR PROGRAM?**

The Interior Design program has experienced rapid growth in the past 5 years since its program had a significant curriculum renovation. Currently, we have only two full-time professors who have been with the program for longer than 12 months. These two professors and their respective professional development opportunities are listed below. As of the Spring 2025 the Interior Design program has four adjunct professors.

**PROVIDE A LIST OF PROFESSIONAL DEVELOPMENT ACTIVITIES EMPLOYEES HAVE PARTICIPATED IN SINCE THE LAST PROGRAM REVIEW.**

**Employee Resources Table\*\***

Employee Name	Role in Unit	Professional Development Summary	How is it Valuable to the Unit?
Deborah Fuller	Lead Professor	<ol style="list-style-type: none"> <li>1. ASID (American Society of Interior Design) – Professional Development Director – Texas</li> <li>2. ASID CEU Speaker</li> <li>3. NKBA (National Kitchen and Bath Association) – CEU Speaker</li> <li>4. USGBC (United States Green Building Council) LEED Accredited Professional BD+C, ID+C</li> <li>5. Collin College COE (Council of Excellence)</li> <li>6. Collin College Professional Development Programs</li> <li>7. Completed Master of Fine Arts Degree in</li> </ol>	<p>These professional development opportunities have kept Deborah abreast of recent industry developments in both residential and commercial interior design. Additionally, the Collin College Professional Development seminars have contributed to the continued improvement of teaching methods.</p>

Primary self-study questions were adopted from “Structuring the Six Self Study Questions”, Michigan State University, 2008.

		Interior Design, University of North Texas in 2023	
Cory Chaisson	Full Time Professor	<ol style="list-style-type: none"> <li>1. ASID (American Society of Interior Design)</li> <li>2. NKBA (National Kitchen and Bath Association)</li> <li>3. NKBA/KBIS Kitchen and Bath Trade Show</li> <li>4. Dallas Market Center &amp; Lightovation Trade Show</li> <li>5. Home Builder’s International Conference</li> <li>6. Collin College Professional Development Programs</li> <li>7. Has MFA in Interior Design</li> </ol>	These professional development opportunities have kept Cory abreast of recent industry developments in the residential interior design industry. Additionally, the Collin College Professional Development seminars have contributed to the continued improvement of teaching methods.
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**\*\*For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix.**

**□ 9. ARE FACILITIES, EQUIPMENT, AND FUNDING SUFFICIENT TO SUPPORT THE PROGRAM? IF NOT, PLEASE EXPLAIN.**

**[OPTIONAL—ONLY RESPOND TO PROMPT 9 IF YOU ARE REQUESTING IMPROVED RESOURCES FOR YOUR PROGRAM. IF CURRENT FACILITIES AND BUDGET ARE ADEQUATE, PLEASE PROCEED TO PROMPT 10.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the program or student success.** As part of your response, complete the resource tables, below, to support your narrative.

*Possible points to consider:*

- *The useful life of structure, technologies and equipment*
- *Special structural requirements*
- *Anticipated technology changes impacting equipment sooner than usual*

The Interior Design program is located at the Collin College Technical Campus. This campus offers a wide variety of labs and resources beneficial to the program. Every semester, we tour the campus and use the facility as an educational resource to demonstrate examples of design, construction, ADA, and code features. In 2022, a classroom was allocated to the program as the Interior Design Resource Library. The room is currently the finish and materials library and an interior design dedicated classroom.

INDS 2330 Building Systems for Interior Designer class covers different residential topics. Since these are relevant to the interior design program, we have on-campus tours of the construction, construction safety, electrical, plumbing, HVAC, and welding labs. Students can observe other students in these disciplines and demonstrate their programs' role in the industry. These resources are invaluable to the education and success of our program and prepare students for future project team relationships.

The program utilizes the Continuous Improvement Plan (CIP) to identify important learning outcomes in the curriculum and ensure students master these respective topics.

**Facilities Resources Table\*\***

Significant Pieces of Equipment	Description (i.e. Special Characteristics)	Meets Needs (Y or N):		Analysis of Equipment Utilization
		Current	For Next 5 Years	
Computers in the CADD Labs with two monitors	Computers that have CADD software and other software utilized in the program	Yes	Yes	Continue updating computers each year as software is updated

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**Equipment/Technology Table (\$5,000 or more) \*\***

Current Equipment Item or Budget Amount	Description	Meets Needs (Y or N):		For any "N", justify needed equipment or budget change
		Current	For Next 5 Years	
NA	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
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Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

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**Financial Resources Table\*\***

Source of Funds (i.e. college budget, grant, etc.)	Meets Needs (Y or N):		For any "N", explain why	For any "N", identify expected source of additional funds if needed
	Current Years	For Next 5		
NA	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
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Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

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## Section III. Continuous Improvement Plan (CIP)

### □ 10. HOW HAVE PAST CONTINUOUS IMPROVEMENT PLANS CONTRIBUTED TO SUCCESS?

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.

Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your program over the past 4 years (your last program review can be found on the Program Review Portal):

1. Program Learning Outcomes/Program Competencies
2. Overall improvements to your program

The program utilizes the Continuous Improvement Plan (CIP) as a methodology to identify important learning outcomes in the curriculum and ensure students are mastering these respective topics. Our learning outcomes are as follows:

Program-Level Learning Outcomes	
<u>Program Learning Outcome 1:</u>	Students will be able to demonstrate the ability to visualize and create design solutions to meet desired criteria.
<u>Program Learning Outcome 2:</u>	Students will be able to create presentations, drawings, and plans using CADD software.
<u>Program Learning Outcome 3:</u>	Students will be able to prepare accurate and detailed estimates of labor and materials necessary to create desired design outcomes.
<u>Program Learning Outcome 4:</u>	Students will be able to effectively and professionally communicate with peers, managers, and other stakeholders.

**Figure 15: Program Level Learning Outcomes Interior Design AAS**

Source: Collin College Construction Management Program Program Level Learning Outcomes 2022



**PLO #1** is assessed with a final project in **INDS 2331-Commercial Design II** will be a design project where the students will be tasked with creating a design solution for a commercial space that is evaluated on how well their solution provided meets a certain set of desired criteria. The goal is for 80% of students to achieve a score of 70% or higher.

**PLO #2** is assessed with a final project in **INDS 1372-Computer Aided Drafting for Interior Designers** will be an assignment where students will be required to provide presentation drawings for a mock engagement using CADD software. The goal is for 80% of students to achieve a score of 70% or higher.

**PLO #3** is assessed with a final project in **INDS 1315-Materials, Methods and Estimating** will be an assignment where students are required to create a detailed estimate of labor and materials for a design project. The goal is for 80% of students to achieve a score of 70% or higher.

**PLO #4** is assessed with the final exam in **INDS 2325-Professional Practices for Interior Designers** will test students on the knowledge necessary to communicate effectively with peers, managers, and other stakeholders regarding the definition of the scope of services and associated fees/compensation, the preparation of business forms and contract documents, and methods of establishing and maintaining client/vendor/contractor relationships. The goal is for 80% of students to achieve a score of 70% or higher.

The Interior Design program is continuously looking for methods to improve the curriculum. This CIP was useful for identifying foundational skills needed for success in other upper-level courses. For example, in Fall 2024, the Interior Design program changed the sequencing of two classes. INDS 1319 Technical Drawing was moved to the first semester of the first-year students, and INDS 1372 CADD for Interior Design was transferred to the second semester of the first year. We flipped these two classes so the students would better understand what they would create in INDS 1372 CADD for Interior Design. Identifying an elevation, section reflected ceiling plan or other electronic elements was imperative to success in the sequential courses.

Additionally, the CIP helped the program identify the actions needed to improve student learning outcomes. For example, creating visual connections through workshops, demonstrations, guest speakers, CADD tutorials, and field trips enhances students' understanding of design concepts and trends.

Furthermore, program faculty have taken the initiative to improve the program. The program has grown by changing the program, adding new classes, engaging with the design community, and recruiting new advisory committee members. The effort has proven successful as the number of enrolled students in INDS courses has grown, and we no longer have to cancel classes but add additional sections each semester. The program has had more completers. Many students participate in ASID (American Society of Interior Design) and NKBA (National Kitchen and Bath Association) events and network with industry leaders. In the Spring of 2023, a senior student won first place in the NKBA Student Competition for Kitchen and Bath Design. Another student won the Diversity Scholarship from NKBA (National Kitchen and Bath). In the Spring of 2024, two Collin College INDS students won NKBA Kitchen and Bath awards. Spring of 2024, a small group (6 students) of students participated in the NKBA(National Kitchen and Bath Association) "Tabletop" competition at the local Subzero/Wolf kitchen and appliance showroom. There were 8 firms who decorated a 72" diameter table. Each team selected a theme and creatively decorated the table. Collin College won first place. The program will continue to find strategies to increase enrollment numbers and bring awareness to the program with the local design community.

<p><b>A. Expected Outcome(s)</b> Results expected in this unit (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services)</p>	<p><b>B. Measure(s)</b> Instrument(s)/process(es) used to measure results (e.g. survey results, exam questions, etc.) Include Course Information and Semester in which assessment will occur</p>	<p><b>C. Target(s)</b> Level of success expected (e.g. 80% approval rating, 10 day faster request turn-around time, etc.)</p>
<p><b>PLO #1</b> Students will be able to demonstrate the ability to visualize and create design solutions to meet desired criteria.</p>	<p>1. The <b>final project</b> in INDS 2331 Commercial Design II will be a design project where the students will be tasked with creating a design solution for a commercial space that is evaluated on how well their solution provided meets a certain set of desired criteria.</p>	<p>1. 80% of students or better will score 70% or higher on the final project.</p>
<p><b>PLO#2</b> Students will be able to create presentations, drawings and plans using CADD software.</p>	<p>1. The <b>final project</b> in INDS 1372 Computer Aided Drawing for Interior Designers will be an assignment where students will be required to provide presentation drawings for a mock engagement using CADD software.</p>	<p>1. 80% of students or better will score 70% or higher on the final project.</p>
<p><b>PLO#3</b> Students will be able to prepare accurate and detailed estimates of labor and materials necessary to create desired design outcomes.</p>	<p>1. The <b>final project</b> in INDS 1315 Materials, Methods and Estimating will be an assignment where students are required to create a detailed estimate of labor and materials for a design project.</p>	<p>1. 80% of students or better will score 70% or higher on the final project.</p>

**\*Please attach previous CIP Tables in the appendix**

**□ 11. HOW WILL WE EVALUATE OUR SUCCESS?**

**NOTE: PLEASE CONTACT THE INSTITUTIONAL EFFECTIVENESS OFFICE IF YOU NEED ASSISTANCE FILLING OUT THE CIP TABLES.**

As part of the fifth year Program Review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, improve student success and program learning outcomes. Provide the rationale for the expected outcomes chosen for the CIP(s).**

**Throughout this program review, the strengths and weaknesses of the Collin College Interior Design Program have been presented. The strengths include:**

- The program prepares students for various jobs in the interior design industry. Upon program completion, graduates have career opportunities in various capacities in residential design.
- In the final semester, the students take INDS 2337, Portfolio Presentation. This class prepares the students to develop a portfolio of their work, which is needed for job interviews. The students create their brand and tools to present their work and showcase their talent to potential employers. In the Spring of 2024, we hosted the first Portfolio Show. Each student was provided a 24” x 60” table. They decorated the table to showcase their creativity, and presented their design work on an iPad. Industry partners, the advisory committee, family members, and potential employers were invited to view the student’s work.
- Our industry partners play a significant and active role in the development and maintenance of our program. This participation includes the industry advisory committee, special events, classroom guest speakers, workshop speakers, internships, and shadowing.
- Our advisory board represents various sectors within the design industry, including residential design, finish and material suppliers, and furniture sales. This gives us diverse perspectives when reviewing current trends, and industry demands that we incorporate into our program.

**The Interior Design Program also has opportunities for improvement. These opportunities include:**

- The Interior Design program does not have solid data about employment after graduation for program completers. We have kept in touch with former students but do not have an organized means of collecting graduate data. However, a method to collect and organize this data is planned for 2025.
- The Interior Design program has had some issues in the past 5 years with students taking classes within the program out of order (i.e., prerequisite courses). This is because many of the students do not follow the recommendations of taking classes in order. The program is designed for 4 semesters and is not recommended for part-time attendance. Unfortunately, because each class builds on the other, if classes are not taken in order, they will have to wait another year before a particular class is offered again. To reduce this problem we communicate the importance of following the recommended guidelines so there are no surprises. Our career coach has also reached out to advisors at other campuses to expand the uniqueness of our program and recommend they consult with an advisor on the Technical campus.
- The program's industry advisory committee meetings are approximately 40-50% attendance. We have recently reviewed the current membership of the advisory committee to identify inactive members and are in the process of seeking some replacement members who would be more likely to participate. There is an additional opportunity to seek more industry partners who would be willing to commit to serving as guest speakers and internship providers during this process.

### **5 Year Implications:**

- If the current enrollment pattern continues, the implications will include
  - More instructors will be needed
  - More classrooms, CAD Labs, and office space will be required. This will create a space issue at the Technical Campus, as space is currently maximized.
  - Increased student support will be required

### **Actions Taken to Identify and Support Students**

- Identifying and supporting students early in the Interior Design program is an additional way to increase enrollment and completion. Some different methods the program uses to identify and support students include:
  - The faculty promotes advising to first-year students during class and provides contact information for our career coach on Canvas courses.
  - The faculty presents an "Orientation" presentation in all first-year classes giving students all the campus and industry resources to help with their transition to college.
  - We send a monthly newsletter to all students highlighting campus events, industry events, job postings, and other miscellaneous information such as free interior design magazines or volunteer opportunities.
  - We offer CAD (Revit) tutoring several times a month for students who struggle with learning the software.
  - Our career coach meets with all incoming students to help them identify courses they will need for their specific educational goals and to set up an educational plan for coursework.
  - Our career coach visits classrooms at the beginning of each semester to remind students about deadlines, degree plans, next steps, etc.

- Our career coach works closely with faculty and program management, where information and updates are shared both ways to ensure all are supporting students in the same manner. The career coach also checks in frequently with instructors to obtain information about students who may need extra help, either academically or financially, and the coach works directly with instructors to make sure students who need it are supported similarly in all their classes in the program. Our career coach additionally does an audit for all second-year students to ensure all graduation requirements have been identified and addressed and students know what steps they need to take to graduate.
- Our faculty are approachable, and all maintain an open door policy, so students can feel comfortable communicating issues before they escalate. Most professors arrive early and stay late before and after class to give individual help to students.
- Faculty promotes collaboration in coursework so students can connect and become useful resources.
- Our career coach participates in local high school recruitment events to inform the schools of our program.
- We encourage students to participate in the yearly open house and talk to potential students about their experience and what skills they are learning.

**How many program-related jobs are available for program graduates in the DFW Metroplex? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that you have a current signed articulation agreement with one or more transfer institutions or that you plan to develop one.**

- The job opportunities for students who graduate with an AAS degree are primarily in residential design.
- This is why our program is primarily focused on residential interior design. In polling our students, this is the segment of the industry most are interested in.
- The commercial architectural and interior design firms rarely hire graduates without a bachelor's degree. Traditionally, the commercial firms want to hire students who have attended a CIDA (Certified Interior Design Association) accredited school. As mentioned above, this option is not available to any two year programs in the United States.
- We have incorporated detailed furniture curriculum as a skill set to attract potential employers in the hospitality and furniture dealership firms.
- Unfortunately, due to a unique situation with the interior design industry, all 4-year universities are under the umbrella of CIDA (Council of Interior Designers Association). This organization will only accredit four-year programs, thus not allowing the transfer of our classes to these institutions other than as electives. We have just learned that Houston Community College, which has a similar program to ours, is working with Stephen F. Austin's (SFA) Interior Design program accepting classes. We plan to reach out this year to SFA about a collaboration agreement.
- Students can transfer and pursue a BAAS (Bachelor of Applied Arts and Science) degree. However, they will not be able to transfer directly into the Interior Design program.

- A goal for 2025 is to develop an articulation agreement with Stephen F. Austin (SFA) Interior Design program. Since they already have an articulation agreement with Houston Community Program we are optimistic.

**□ 12. COMPLETE THE CONTINUOUS IMPROVEMENT PLAN (CIP) TABLES THAT FOLLOW.**

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, **including at least one program learning outcome (or program competency)**, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

The Interior Design program is continually identifying ways to improve student learning, retention of material, and develop skill sets that align with what the industry demands. This is reflected on new CIP's that have been incorporated into the program.

**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

<b>A. Expected Outcomes</b> Results expected in this unit (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services)	<b>B. Measures</b> Instrument(s)/process(es) used to measure results (e.g. sign-in sheets, surveys, focus groups, etc.)	<b>C. Targets</b> Level of success expected (e.g. 80% approval rating, 10 day faster request turn-around time, etc.)
Students will be able to prepare accurate and detailed furniture selections/recommendations, specifications, and budgets to create desired design outcomes	Commercial II will have a final project assignment where students are required to create a detailed set of furniture selections, specifications, and budget for both a residential and commercial project.	80% of students or better will score 70% or higher on the final project.
Students will be able to demonstrate the ability to visualize and create design solutions for a Kitchen and Bath project to meet desired criteria.	The final project in INDS 2310 Kitchen and Bath Design (NKBA) will be an assignment where students will be required to construction documents and presentation drawings and construction documents for a residential kitchen and primary bath renovation.	80% of students or better will score 70% or higher on the final project.
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**Continuous Improvement Plan**

Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *You must have at least one program learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose 1 to 2 outcomes from Table 1 above to focus on over the next two years.

- A. Outcome(s)** - Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural Functional theories; increase student retention in Nursing Program).
- B. Measure(s)** – Instrument(s)/process(es) used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).
- C. Target(s)** - Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).
- D. Action Plan** - Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?
- E. Results Summary** - Summarize the information and data collected in year 1.
- F. Findings** - Explain how the information and data has impacted the expected outcome and program success.
- G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make program improvements.

**Table 2. CIP Outcomes 1 & 2**

<b>A. Outcome #1</b> Students will be able to prepare accurate and detailed furniture selections/recommendations, specifications, and budgets to create desired design outcomes	
<b>B. Measure (Outcome #1)</b> Commercial II will have a final project assignment where students are required to create a detailed set of furniture selections, specifications, and budget for both a residential and commercial project.	<b>C. Target (Outcome #1)</b> 80% of students or better will score 70% or higher on the final project.
<b>D. Action Plan (Outcome #1)</b> Teach students about the resources to create comprehensive furniture selections, detailed specifications, and understand the procurement process. Expose them to industry standards regarding comprehensive furniture resources.	
<b>E. Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2</b>	
<b>F. Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2</b>	

**G. Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2**

Table 2. CIP Outcomes 1 & 2 (continued)

<p><b>A. Outcome #2</b> Students will be able to demonstrate the ability to visualize and create design solutions for a Kitchen and Bath project to meet desired criteria.</p>	
<p><b>B. Measure (Outcome #2)</b> The <b>final project</b> in INDS 2310 Kitchen and Bath Design (NKBA) will be an assignment where students will be required to construction documents and presentation drawings and construction documents for a residential kitchen and primary bath renovation.</p>	<p><b>C. Target (Outcome #2)</b> 80% of students or better will score 70% or higher on the final project.</p>
<p><b>D. Action Plan (Outcome #2)</b> Engage industry experts to critique student work and evaluate design criteria and outcome.</p>	
<p><b>E. Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2</b></p>	
<p><b>F. Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2</b></p>	
<p><b>G. Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2</b></p>	

### WHAT HAPPENS NEXT? THE PROGRAM REVIEW REPORT PATHWAY

**A. Following approval by the Steering Committee,**

- Program Review Reports will be evaluated by the Leadership Team;
- After Leadership Team review, the reports will be posted on the Intranet prior to fall semester;
- At any point prior to Intranet posting, reports may be sent back for additional development by the unit.

**B. Unit responses to the Program Review Steering Committee recommendations received before July 31<sup>st</sup> will be posted with the Program Review Report.**

**C. Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

**Please make sure to go back and complete your Executive Summary at the start of the Review.**