

REVIEW OF THE B.A., B.S. IN INTERIOR DESIGN

Classification of Instruction Programs (CIP) Code: 50.0408
Interior Design

OVERVIEW

The **B.A., B.S. in Interior Design** program at Illinois State University is housed in the Department Family and Consumer Sciences within the College of Applied Science and Technology. The Department of Family and Consumer Sciences houses seven degree programs: B.A., B.S. in Family and Consumer Sciences, B.A., B.S. in Fashion Design and Merchandising, B.A., B.S. in Food, Nutrition, and Dietetics, B.A., B.S. in Human Development and Family Science, B.A., B.S. in Interior Design, M.A., M.S. in Family and Consumer Science, and a M.S. in Nutrition. In addition, the department offers a minor in Family and Consumer Sciences and a Dietetic Internship Graduate certificate. This is the first review of the B.A., B.S., in Interior Design program as a stand-alone program.

The B.A., B.S. in Interior Design prepares students to design innovative, functional, supportive and responsible interior environments that positively impact the quality of life. The curriculum develops students' skills and knowledge in color and design, drafting, space planning, building and interior systems, materials and finishes, historical interiors, building and barrier-free codes, and Auto-CAD. The needs of special populations and the mandates that regulate the field of interior design are emphasized. Students enrolling in the B.A., B.S., in Interior Design select from either the Interior Design sequence or the Interior Design Accelerated sequence (established Fall 2018). The B.A., B.S. in Interior Design was elevated from the Interior and Environmental Design sequence within the B.A. B.S. in Family and Consumer Science degree program in Fall 2016.

Enrollment by Plan of Study, Fall Census Day, 2015-2022

B.A., B.S., in Interior Design, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Interior Design sequence					5	61	89	115
Interior Design Accelerated sequence					2	4	1	1
No subplan			79	98	109	62	27	5
Total			79	98	116	127	117	121

Table notes Interior Design Accelerated sequence began in Fall 2018.

Degrees Conferred by Plan of Study, 2015-2022

B.A., B.S., in Interior Design, Illinois State University

First Majors Only

	2014	2015	2016	2017	2018	2019	2020	2021
Interior Design sequence							1	10
Interior Design Accelerated sequence						2	3	
No subplan				7	17	32	26	15
Total				7	17	32	30	25

Table notes: Graduating Fiscal Year consists of summer, fall, and spring terms, in that order. For example, Graduating Fiscal Year 2018 consists of the following terms: summer 2017, fall 2017, and spring 2018. The Accelerated sequence began in Fall 2018.

EXECUTIVE SUMMARY PROGRAM REVIEW SELF-STUDY REPORT

The program will prepare students to:

- Goal 1: demonstrate understanding of the elements and principles of design, including spatial definition and organization
- Goal 2: develop communication skills in expressing ideas developed in the design process
- Goal 3: develop the capacity to apply laws, codes, standards, and guidelines that impact the human experience of interior spaces

Student learning outcomes

Students will be able to:

Goal 1 outcomes:

- Identify appropriate use of elements and principles of design
- Identify the appropriate use of elements and principles of design in presentation boards and space planning

Goal 2 outcomes:

- Demonstrate an understanding of the different phases of programming by identifying various ideation drawings
- Visually communicate design intent by identifying appropriate line weights for construction drawings

Goal 3 outcomes:

- Identify toilet rooms that meet ADA requirements
- Identify appropriate design for life safety codes
- Identify basic concepts of sustainability

Program curriculum (2021-2022)

Graduation requirements (Interior Design sequence):

120 credit hours including 62 credit hours for the degree program and 39 credit hours for General Education. The 62 credit hours for the degree program include 53 credit hours of family and consumer sciences courses and 9 credit hours of courses external to the Department of Family and Consumer Sciences.

Graduation requirements (Interior Design accelerated sequence):

120 credit hours including 62 credit hours for the degree program and 39 credit hours for General Education. The 62 credit hours for the degree program include 53 credit hours of family and consumer sciences courses and 9 credit hours of courses external to the Department of Family and Consumer Sciences. At least one course must be taken for graduate credit.

Program delivery

The program is offered on the Normal campus.

The program is delivered primarily through face-to-face instruction, with one course regularly offered online.

Department faculty (Fall 2021)

18 tenure track faculty members (5 Professors, 4 Associate Professors, and 9 Assistant Professors)

15 non-tenure track faculty members (7 full-time, 8 part-time, totaling 10.5 FTE)

Undergraduate student to faculty ratio: 20 to 1

Undergraduate student to tenure-line faculty ratio: 31 to 1

Specialized accreditation

The Department of Family and Consumer Sciences is accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS). The department received full re-accreditation in 2021. The next scheduled departmental accreditation review will be in 2031. The Interior Design program is accredited by Council on Interior Design Accreditation (CIDA). The last re-accreditation was in 2015 with a full 6-year accreditation. The next site visit will be in Spring 2022.

Changes in the academic discipline, field, societal need, and program demand

Employment opportunities are available to graduates of the Interior Design program and employers are seeking out our graduates. The job opportunities have become more diverse as retail design has become a smaller niche with increase of online shopping. Due to the pandemic and other healthcare related issues such as the Affordable Care Act healthcare design has created multiple job opportunities. According to Interior Design Magazine, who ranks the Top “100” Design firms the strongest market sectors are office, hospitality and healthcare markets. Faculty in the Interior Design program respond to these fluctuations by revising individual courses to reflect the changing CIDA standards and in-demand skills of the profession.

According to the Occupational Outlook Handbook <https://www.bls.gov/ooh/arts-and-design/interior-designers.htm>) employment of interior designers is projected to show little or no change from 2020 to 2030. However, openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force.

Responses to previous program review recommendations

The previous program review was completed at the departmental level when the current Interior Design major was within the Family and Consumer Sciences major as a sequence in 2012. The Family and Consumer Sciences major had the following recommendations listed in the program review in 2012, with information following each one on actions taken in italics.

- 1. Develop and implement a plan to encourage faculty and student participation in the Honors program.* The department has an honor’s liaison. Participation is encouraged at the department and program level. Participation has stayed steady over the last several years.
- 2. Continue to work toward increasing the percentage of faculty in the department who are tenured or in tenure track faculty positions.* Department-wide the percentage of tenured faculty has increased since the previous program review. In 2012 the Interior Design program had one tenured faculty member, one full-time NTT and two part-time faculty. Since the last program review there has been an increase in tenure track faculty hired. Currently there is one tenured faculty member, two tenure track faculty, one full time NTT and two part-time faculty. Overall, 60 percent of the faculty in the Interior Design program are in a tenured/tenure track position.
- 3. Integrate ongoing program assessment with assessment processes required by accreditors, with a goal of creating a sustainable assessment plan for the program that is independent of accreditation requirements.* The Interior Design program’s assessment plan aligns with the content areas for Council of Interior Design Accreditation. The assessment plan is not required by CIDA however some of the data collected will be used in the Program Accreditation Report.
- 4. Continue reliance on sequence advisory boards for feedback and recommendations for program improvement, reinvigorating boards that have been inactive in recent years.* The Interior Design program advisory board continues to meet yearly and provide feedback on program development and growth. In addition, since the last program review, the Department of Family and Consumer Sciences created an Advisory Board with representatives from all program areas. This is helpful for feedback on core courses, recruitment, and professional practice requirements for all students in the department.
- 5. Develop and implement a plan to reduce time-to-degree, identifying and addressing obstacles to timely completion at the sequence level.* The Interior Design program has developed 4-year and 2-year transfer student plans of study to help reduce time-to-degree. In addition, the program now offers most courses both fall and spring

semesters This helps students overcome obstacles such as course availability in reaching their degree completion, particularly for transfer students.

6. *Continue efforts to recruit students and faculty from underrepresented groups.* This continues to be a departmental level initiative and part of our strategic plan.

Major findings

Major findings from the program review self-study reflects the Interior Design program is meeting the current needs of students. Students obtain employment in a variety of settings, including residential design, workplace design, health care design and hospitality, early childhood education/care, and non-profit agencies. In addition, students pursue and complete accelerated master's program with leads to exceptional positions at "Top 100" design firms. Overall, results of program assessment are positive and exceed thresholds indicating that students possess, comprehend, and apply/demonstrate knowledge and skill in professional settings. In addition, the current curriculum addresses Council for Interior Design Accreditation which the last site visit resulted in a full compliance six-year accreditation. Overall, the current curriculum meets the demands of the profession, and graduates from the Interior Design program are well-prepared to obtain a professional job in the field. Enrollment has increased significantly since 2017 and the program is in high demand to date.

The Interior Design faculty will continue to update curricula to reflect the needs of students and employers served by graduates of the program. Individual courses will be enhanced and revised regularly based on formal and informal feedback received from alumni and stakeholders. CIDA standards will continue to be monitored and implemented into the curricula as needed. Faculty will increase opportunities for experiential learning and global learning to enhance the learning experiences of students and further prepare them for professional roles and advanced education.

Initiatives and plans

During the next program review cycle, Interior Design faculty will take the following actions to improve the program:

1. Increase visibility of quality student work
2. Attract high performing students
3. Increase opportunities for study abroad
4. Maintain status as a CIDA Accredited program
5. Increase marketing of discipline/program
6. Continue reliance on sequence advisory boards for feedback and recommendations for program improvement
7. Continue efforts to recruit students and faculty from underrepresented groups.

PROGRAM REVIEW OUTCOME AND RECOMMENDATIONS FROM THE ACADEMIC PLANNING COMMITTEE

Review Outcome: The Academic Planning Committee, as a result of this review process, finds the B.A., B.S. in Interior Design program in the Department of Family and Consumer Sciences to be in Good Standing.

The Academic Planning Committee recognizes that many of the efforts and activities that led to the development of the self-report were accomplished during the time period coinciding with the COVID-19 pandemic. The committee thanks the program for a comprehensive and critical self-study report that included input from multiple stakeholders including advisory boards.

The committee commends faculty efforts to grow the program's enrollment during the period covering the program review cycle that has resulted in significant growth (from 79 in 2014 to 117 in 2020). The program indicates that, with current resources, this enrollment level is near their ideal target of 120 students. The committee commends the Department faculty for efforts to increase the gender and racial/ethnic diversity among its students. The percentage of students identifying as male has increased from 7.5 percent in fall 2016 to 11.0 percent in fall 2020. The

committee commends the Department for their comprehensive recruitment plan that includes the use of short videos, emails, postcards, flyers, social media postings, and participation in recruitment events (e.g., open houses, Redbird Days, Presidential, University Scholar days, and tours of the Department's laboratory facilities for local high school students). We also commend the Department for the awarding of over \$40,000 in scholarships annually, which includes funds specifically for incoming FTIC and transfer students.

The committee commends the program faculty for their efforts to support the success of their students. We commend the program on its ability to continue to limit enrollments in many of its courses in accordance with the Council on Interior Design Accreditation (CIDA) standards, which is in keeping with the University's commitment to fostering a small-college atmosphere with large-university opportunities. The committee commends the program for the creative and varied co-curricular options it provides its students; through these activities, students learn from experts in the field, network with potential employers, and compete in regional and national student competitions. Examples include the Family and Consumer Sciences Ambassador program (providing opportunities to practice leadership skills) and membership in the International Interior Design Association (allowing students to network with faculty, alumni, and industry professionals). We further commend the program faculty for their support of study abroad opportunities to visit both domestic and international locations (e.g., Los Angeles, England, France, and Italy). The self-study report provides examples of some of the opportunities for student participation in research opportunities, including co-authored conference presentations and manuscripts. These varied opportunities help the program prepare students for employment and build a strong student community in the program.

The committee commends the faculty for their work revising the curriculum during the period of review based on feedback from multiple stakeholders. This work included the elevation of the program from a sequence to a standalone program and the creation of several new undergraduate courses (i.e., FCS 216, 301, and 303). These revisions were made in response to changes in accreditation standards, to enhance students' knowledge and competency in the discipline, and to provide an opportunity to develop a portfolio for career preparation. We further commend the program faculty for their work to develop an accelerated sequence for students interested in continuing their education in the M.A., M.S. in Family and Consumer Sciences program. Furthermore, the program faculty are commended for their work to infuse issues of equity, diversity, and inclusion throughout the program curriculum. The committee commends the faculty for achieving accreditation by both the Council on Interior Design Accreditation and the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFSC) and maintaining compliance with AAFSC standards. Furthermore, the program faculty are commended for ensuring that graduates of the program are eligible to sit for the National Council of Interior Design Qualifications examination as part of the process to become an Illinois Registered Interior Designer.

The committee commends the program faculty on the development, implementation, and revision of their plan for the assessment of student learning outcomes. During the current review cycle, faculty have used the evidence gathered through the student learning outcomes assessment plan to inform program changes, and this includes the incorporation of rubrics as tools for assessing student coursework regarding the program's learning outcomes. The committee acknowledges the use of such rubrics as one method to provide consistent reviews of student learning that can provide potential areas for improvement. The information gathered through these measures has been used to make program changes, and several examples of these changes were specified.

The committee recognizes the faculty members of the program for their scholarly contributions to the B.A., B.S. in Interior Design program. Faculty members are active researchers who publish peer-reviewed journal articles and present at national and international professional conferences. Additionally, we recognize that every faculty in the program has been actively involved in advising and supporting professional student organizations, demonstrating their commitment to facilitating learning and educational experiences of our students outside the classroom. The committee also applauds the practice of asking faculty to submit a diversity statement as part of their annual productivity review.

The committee appreciates the in-depth analysis of comparator and aspirational programs. As part of this analysis, the program faculty identified multiple institutions with similar programs that excel in ways that our program may aspire to. The committee also recognizes that faculty developed specific action plans to implement similar initiatives as those to improve the program at Illinois State University.

Recommendations.

The Academic Planning Committee thanks faculty members of the Department of Family and Consumer Sciences for the opportunity to provide input regarding the Interior Design program at Illinois State University through consideration of the self-study report submitted by faculty. The following committee recommendations to be addressed within the next regularly scheduled review cycle are provided in a spirit of collaboration with department faculty members. In the next program review self-study report, tentatively due October 1, 2030, the committee asks the program to describe actions taken and results achieved for each recommendation.

Develop a plan for controlled enrollment growth. The committee notes that demand for the program has been strong, resulting in steady growth in enrollments. The committee acknowledges the work faculty have completed regarding their recruitment efforts and that this work has been successful in enrolling both FTIC students and external transfer students in the program. Given the time and energy that must be devoted to such recruitment activities, the committee suggests that faculty target external locations and internal programs with likely transfers in a strategic way. The committee also suggests that the program work with the Office of Admissions to gather data regarding the reasons that many accepted students chose to go elsewhere (particularly women accepted into the program). We recommend that the program faculty develop a plan for controlled enrollment growth that details the relationship between enrollment, resource needs, and curricular offerings. We further recommend that the plan include an analysis of the impact of service and teaching on potential barriers to faculty scholarship and student research participation opportunities.

Continue to focus on equity, diversity, and inclusion. While the committee recognizes the efforts to increase the gender and ethnic diversity of faculty and students within the program, the committee encourages the program to continue to pursue its goals related to further developing an equitable, diverse, and inclusive environment that effectively supports students, faculty, and staff from diverse backgrounds. We encourage the program to continue refining and implementing their plans for recruiting students from groups who are traditionally underrepresented in the program and discipline. We note that many of the recruitment strategies are described at the department level, and we recommend that the program faculty explore the use of program-specific recruitment strategies (e.g., program-specific scholarships). Furthermore, we encourage the program faculty to continue to examine ways to infuse diversity, equity, and inclusion into the curriculum.

Continue to focus on student success and retention. The committee recommends that the program faculty develop a plan for student success. The plan should be used to increase transparency and communication around “student success” by defining the program’s goals for, assessment of, and actions towards supporting students enrolled in the program. The plan may provide an overarching structure for other plans (e.g., retention, curriculum, alumni engagement). The committee recognizes substantial work by former and current faculty members to review and update the program and its curriculum. The committee recommends continued periodic review of the program to maintain program retention and graduation rates (including the percentage of graduates completing the program within four years and trying to reduce the numbers of curricular exceptions needed). The committee recommends that the program continue monitoring student retention, particularly of students from traditionally underrepresented groups. The committee suggests that faculty members investigate student interest and participation in the Honors program to ensure that students desiring to complete the program with honors have sufficient awareness and opportunities to do so.

Continue to review and revise the curriculum. The committee recognizes substantial work by faculty members to review and update the program and its curriculum, especially with respect to responding to accreditation standards. The committee recommends continued periodic review of the program structure and content to remain current with changes in the field. The committee recommends continued development and expansion of the internship program for majors, perhaps through input from the board in creating additional opportunities for interaction among students, alumni, practitioners, and prospective employers. The committee encourages the program to clarify the research components in the curriculum (e.g., are there potential discrepancies in required hours between professional practice and independent study?) and to continue developing opportunities for student scholarship and creative activities.

Continue implementing and refining the student learning outcomes assessment plan. The committee encourages faculty to continue its implementation of the student learning outcomes assessment plan for the program during the next program review cycle, to continue to utilize information gathered through plan implementation to make program revisions as necessary, and to document how that has been done. The committee encourages faculty to periodically evaluate the effectiveness of the plan in assessing student learning to identify any modifications to the plan faculty may deem necessary.

Continue the collaborative work with Milner Library. The committee recommends that the program work with the subject liaison librarian to examine and evaluate the library's journals and monograph collection related to family and consumer sciences to aid in both the selection and deselection process of these sources. Given recent journal cancellations and expected increases in distance and hybrid courses, we encourage the Department and the Library to further collaborate to increase awareness of alternative access to resources, such as Interlibrary Loan and I-Share lending, among faculty and students. We also recommend that the program work with the subject liaison librarian to develop a tiered approach for information fluency learning outcomes for the Department, align those outcomes to the curricula, and integrate those outcomes into the student learning outcomes assessment plan for the program.

Continue to refine a plan for alumni tracking and engagement. While program faculty have been successful at increasing scholarships through donations from alumni, the committee encourages the faculty to continue to refine their plan for tracking program alumni and use this system to enhance alumni networking and engagement including potentially expanding their alumni-student mentorship program. These activities may become even more important in the years ahead as the program's alumni become more diverse. The program could benefit from increased involvement of its alumni, employers, and other external stakeholders in providing input regarding the program and in mentoring students and providing employment opportunities for program graduates.