

**DEPARTMENT OF INTERIOR ARCHITECTURE and PRODUCT DESIGN'S
ANNUAL PROGRAM REVIEW
within the
COLLEGE OF ARCHITECTURE, PLANNING & DESIGN
at
KANSAS STATE UNIVERSITY**

Mission, Centrality, Uniqueness

The mission of the Department of Interior Architecture and Product Design is based on the belief that multiple perspectives provide deep insight into complex problem solving. Central to the mission is providing a high quality and comprehensive learning environment where graduates become literate, ethical and creative professionals. The knowledge gained from interaction with a diverse faculty and student population and with regular input from professionals who deal daily with the cutting-edge issues in the design profession leads to graduates that are responsive to the professional design environment and societal change. Interior Architecture and Product Design is only one of the two Council for Interior Design Accreditation (CIDA) accredited programs in the State of Kansas and that accreditation is required for licensing of interiors professionals. The program is fully accredited until 2012 for both the Bachelor of Interior Architecture (BIA) degree and the Master of Interior Architecture and Product Design (MIAPD).

The Bachelor of Interior Architecture degree was offered by Kansas State University as one of three programs available nation-wide, although the trend over the last several years has been for programs of interior design to move into colleges of architecture and to adopt the name interior architecture. The bachelor's degree will be phased out by December 2011 and in its place a fully accredited Master of Interior Architecture and Product Design degree exists which will be conferred for the first time in the spring of 2008. What distinguishes K-State from these other programs is the MIAPD will be the first, five-year professional master's degree offered under this title in the nation. Other distinguishing characteristics are the quantity of technical courses required for the degree, the architecturally based coursework, and integrating product design and furniture design components into a comprehensive degree program. The department is unique in that National Schools of Art and Design (NASAD) also accredit it for its product design track.

Quality of Faculty

Interior architecture focuses upon two areas: interior space planning and design, and product and furniture design. In Spring 2006 the department head was on the last year of his phased retirement. The Head was a part-time administrator and part-time instructor. There were 12.50 FTE faculty—10 were tenured, 1 was tenure-track, 1 was a full-time visiting professor, and .50 were temporary part-time instructors. At the end of Spring 2007 the FTE faculty for the department is 13.50—10 are tenured, 3 are tenure track, and one is a part-time temporary instructor. Eleven of the current faculty are members of the Graduate Faculty. Six faculty are members of professional organizations and/or hold a professional license. The department has an unclassified, non-tenure track person who serves as an advisor to 116 students. A new classified staff assistant was added in the summer of 2007 to support the department head and the academic advisor.

Creative work produced by the faculty includes photographic exhibitions in museums, remodels of buildings, and lighting design for exhibits. The faculty continues to publish their ideas about teaching design and the development of creative studio environments at national and international conferences. One faculty member was recognized in 2006 by *Interior Design* magazine as one of five outstanding faculty members for teaching design excellence in the United States, one faculty received one of four KSU awards for Outstanding Undergraduate Teaching (offered by Commerce Bank), and five different faculty over the last several years have been recognized by students of the College for teaching excellence.

Three faculty members have passed the National Council for Interior Design Qualification exam necessary for licensing/registration of interior designers; three members of our faculty are registered architects; and faculty members participate in nine different professional organizations.

Quality of Students

The program attracts high achieving students from Kansas, Missouri, other Midwestern states as well as from across the nation. The average GPA of students in the program is over 3.3, with a 2.9 GPA as the minimum for a student to enter the second year of the program for Fall 2007. Beginning in 2000, a survey of the top 500 design firms employing design professionals, ranked K-State's Interior Architecture and Product Design graduates in the top three in the nation. The department has maintained top four or higher status over the last seven years and has been rated as high as number two.

Over the past thirty-five years students in the Department of Interior Architecture and Product Design have entered over three hundred furniture projects, which were selected as national finalist entries, and they have been exhibited in the International Woodworking Fair Student Furniture Design Competition. The Interior Architecture and Product Design students have won 62 national furniture design awards in this competition and four Best of Show awards.

In space planning competitions the Interior Architecture and Product Design students have won fifty (50) national design awards including competitions sponsored by many organizations. For example in 2006, three students won national competitions-- 1st and 3rd places in retail design and tying for 2nd place in a professional society student competition. In 2007 two teams of students gained recognition for the program by placing first and being one of three finalists in a national hospitality design competition plus another 1st place in a national store design student competition. The product design students have won 22 national and international awards from competitions sponsored by many organizations. For example, in 2006 students won 1st and 4th place in a national exhibit design competition and one student won a nationally competitive scholarship from a professional organization.

Employer Demand

The College of Architecture, Planning and Design offers two events during each year to promote employment for its graduating classes. The college hosts a Mock Interview event in the Fall semester to prepare students for professional interviews when they seek a job the following Spring. In the Spring the College hosts a DesignExpo event which attracts over 300 employers to the Manhattan campus specifically to talk with the College's graduates about jobs available in each discipline. These two events plus the many calls the individual program has from potential employers assures graduates from the interior architecture and product design program have multiple job offers and are immediately employed at salaries exceeding industry standards in the profession. Every student from the graduating classes of 2006 and 2007 has a job and the employment rate for graduates is 99% over the past five years.

Cost Effectiveness

The Department of Interior Architecture and Product Design provides the faculty responsible for teaching the Graphics I and II service courses that are taken as required courses by the Department of Architectural Engineering/Construction Science and Management. Students in the architecture program and students in the interior architecture and product design program take the same building science, structures I and II, and environmental systems I, II and III courses; eliminating duplication of effort and faculty for these courses. Faculty from Interior Architecture and Product Design also contribute to teaching first year students in the Environmental Design Studies Program.

Students generally come to any of the professional programs in the College with varied backgrounds. Therefore, the first year in the Environmental Design Studies Program includes leveling courses to provide the students with a common visual, verbal, and technical vocabulary. Concurrently with the reorganization of the College in 1988, that made the two common years and three years of specialization into a one common year and four years of specialization, the department began a period of controlled

growth. The number of students in the department increased from 67 in 1988, to 123 in 2007. The number of students that the department can accept is limited by several factors. The Council for Interior Design Accreditation (CIDA), the program's accrediting agency, requires that a studio have no more than eighteen (18) students per faculty member. In addition, the amount of studio and workshop space available and faculty resources limit the number of students that can be accepted.

Summarized Assessment of Student Learning

The assessment of the Bachelor of Interior Architecture and Product Design has two student outcomes. The first is that the students will be able to demonstrate their knowledge and understanding of effective communication through the use of drawings, graphics, and written presentation. The second is that students will demonstrate their understanding of critical and creative thinking of space planning, lighting, exhibition, product design, signage/communication, and implementation within a built environment.

The IAPD faculty reviewed and interpreted data collected for the first student learning outcome and evaluated the results in the following: they felt that the strengths shown through the portfolio submittal were effective in communicating the use of the students' drawings, graphics, and written presentation; the length of time allotted for the portfolio exercise is continually being refined; as a baseline measure, the process allowed the faculty to perceive our students' performance in creating a complete portfolio package of their previous work.

The IAPD faculty also reviewed and interpreted data collected for the second student learning outcome and the results were equally impressive and added to the students' skills at the correct time within the IAPD curriculum. By reviewing the third year students' Open House exhibition, the faculty felt the strengths were students were overall effective in demonstrating their understanding of critical and creative thinking of space planning, lighting, exhibition, product design, signage/communication, and implementation within a built environment. The areas to improve were related to physically connecting all the spaces versus separate areas, lighting furniture in the exhibits, having a story line, and a conclusion. As a baseline measure, the process allowed the faculty to perceive our students' performance in creating a complete built environment of previous work.