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# Practice Analysis for Interior Design

*Conducted on behalf of*



**Council for Interior Design Qualification  
1602 L St NW #200  
Washington, DC 20036**

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*Prepared by:*



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## EXECUTIVE SUMMARY

The Council for Interior Design Qualification (CIDQ) “protects public health, safety and welfare by identifying interior designers who have the knowledge and experience to create interior spaces that are not just aesthetically pleasing, but also functional and safe.”<sup>1</sup>

The CIDQ requested a Practice Analysis Study from Prometric.

A practice analysis study is designed to obtain descriptive information about the tasks performed on a job, the knowledge needed to adequately perform those tasks, and the skills that demonstrated both the knowledge and tasks. The purpose of the practice analysis study was to:

- validate the tasks, knowledge, and skills important for the practice of interior design;
- develop test specifications for the Interior Design Fundamentals Exam (IDFX or Fundamentals Exam), Interior Design Professional Exam (IDPX or Professional Exam), and the Practicum Exam.

### ***Conduct of the Practice Analysis Study***

The practice analysis study consisted of several activities: collaboration with subject matter experts to ensure representativeness of the tasks, knowledge, and skill statements; survey development; survey dissemination; compilation of survey results; and test specifications development. The successful outcome of the practice analysis study depended on the excellent information provided by interior designers.

### ***Survey Development***

Survey research is an effective way to identify the tasks, knowledge, and skills that are important for interior designers. The task statements included on the survey covered nine domains of practice while the knowledge covered eleven domains. The development of the survey was based on a draft of task and knowledge statements developed from a variety of resources, but primarily on the previous practice analysis conducted in 2008 and the revision to the test specifications completed in 2013.

### ***Survey Content***

CIDQ distributed the survey to interior design professionals. The survey, disseminated in March of 2014, consisted of six sections. As an incentive to complete the survey, participants could enter a drawing to win one of 21 American Express gift cards ranging from \$25 to \$100 USD.

<b>Survey Sections</b>
Section 1: Background and General Information
Section 2: Tasks
Section 3: Knowledge
Section 4: Skills
Section 5: Recommendations for Test Content
Section 6: Comments

<sup>1</sup> <http://www.ncidqexam.org/about-ncidq/> retrieved July 2, 2014.

## Results

### Survey Response

A total of 757 interior designers submitted completed surveys. Based on the analysis of survey responses, a representative group of interior designers completed the survey in sufficient numbers to meet the requirements for statistical analysis of the results. This is evidenced by review of the responses for each of the background and general information questions as well as confirmation by the Test Specifications Committee.

### Survey Ratings

Participants were asked to rate the task statements by the importance for an interior designer using a five point scale (0 = Of no importance to 4 = Very Important). Participants were asked to rate the knowledge statements using three separate scales:

Importance (0 = Of no importance to 4 = Very Important); Point of Acquisition (0 = Not Applicable to 3 = After 2 years of professional practice); and Cognitive Level (0 = Unnecessary – not at all to 4 = Mastery – able to apply the knowledge to complex problems, to integrate information and to create, synthesize, and evaluate solutions). Participants were also asked to rate the criticality of demonstrating each skill on a five point scale (0 = Not critical to demonstrate to 4 = Very critical to demonstrate).

### Content Coverage

Evidence was provided for the comprehensiveness of the content coverage within the domains. If the task and knowledge statements within a domain are adequately defined, then it should be judged as being well covered. Respondents indicated that the content within each task and knowledge domain was well covered, thus supporting the comprehensiveness of the defined domains.

### Test Specifications Development

In June 2014, a Test Specifications Committee convened to review the results of the practice analysis and to create the test content outline that will guide the development of the Fundamentals Exam, Professional Exam, and Practicum examinations.

### Summary

In summary, this study used a multi-method approach to identify the task, knowledge, and skills that are important to the competent performance of interior designers to protect the health, safety, and welfare of the public. The practice analysis process allowed for input from a representative group of interior designers and was conducted within the guidelines of professionally sound practice. The results of the practice analysis can be used by the CIDQ to develop the IDFX, IDPX, and Practicum exams.

## RESULTS AT A GLANCE

### WHO COMPLETED THE SURVEY

*A total of 757 responses were used for analysis. The majority of respondents work full-time, have been working in interior design for more than 25 years, have multiple areas of expertise, and hold a Bachelor's Degree in Interior Design.*

### TASK IMPORTANCE RATINGS

*A total of 87 of the 98 tasks achieved high importance ratings for the overall group.*

### KNOWLEDGE IMPORTANCE RATINGS

*A total of 105 of the 106 knowledge achieved high importance ratings for the overall group.*

### SKILL CRITICALITY RATINGS

*28 of the 33 skills achieved high criticality ratings for the overall group.*



## INTRODUCTION

The Council for Interior Design Qualification (CIDQ) “protects public health, safety and welfare by identifying interior designers who have the knowledge and experience to create interior spaces that are not just aesthetically pleasing, but also functional and safe.”<sup>2</sup>

This report describes the practice analysis study including the:

- rationale for conducting the practice analysis study;
- methods used to define tasks, knowledge, and skills;
- types of data analyses conducted and their results; and
- results and conduct of the test specifications meeting.

### ***Practice Analysis Study and Adherence to Professional Standards***

A practice analysis study refers to procedures designed to obtain descriptive information about the tasks performed on a job and the knowledge, skills, or abilities requisite to the performance of those tasks. The specific type of information collected during a practice analysis study is determined by the purpose for which the information will be used.

For purposes of developing certification examinations, a practice analysis study should identify important tasks, knowledge, skills, or abilities deemed important by interior designers.

The use of a practice analysis study (also known as a job analysis, role and function study, or role delineation) to define the content domain(s) is a critical component in establishing the content validity of the certification. Content validity refers to the extent to which the content covered by an examination is representative of the task and knowledge of a job (tasks, knowledge, skills, or abilities).

A well-designed practice analysis study should include the participation of a representative group of subject matter experts who reflect the diversity within the profession. Diversity refers to regional or job context factors and to factors such as experience, gender, and race/ethnicity. Demonstration of content validity is accomplished through the judgments of subject matter experts. The process is enhanced by the inclusion of large numbers of experts who represent the diversity of the relevant areas of expertise.

*The Standards for Educational and Psychological Testing*<sup>3</sup> (1999) (*The Standards*) is a comprehensive technical guide that provides criteria for the evaluation of tests, testing practices, and the effects of test use. It was developed jointly by the American Psychological Association (APA), the American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME). The guidelines presented in *The Standards*, by professional consensus, have come to define

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<sup>2</sup> <http://www.ncidqexam.org/about-ncidq/> retrieved July 2, 2014.

<sup>3</sup> American Educational Research Association, American Psychological Association, National Council on Measurement in Education. (1999). *The Standards for Educational and Psychological Testing*. Washington, DC: American Psychological Association.

the necessary components of quality testing. As a consequence, a testing program that adheres to *The Standards* is more likely to be judged to be valid and defensible than one that does not.

As stated in Standard 14.14,

“The content domain to be covered by a credentialing test should be defined clearly and justified in terms of the importance of the content for credential-worthy performance in an occupation or profession. A rationale should be provided to support a claim that the knowledge or skills being assessed are required for credential-worthy performance in an occupation and are consistent with the purpose for which the licensing or licensure program was instituted...Some form of job or job analysis provides the primary basis for defining the content domain...” (p.161)

The practice analysis study for interior design was designed to follow the guidelines presented in *The Standards* and to adhere to accepted professional practice.

The practice analysis study for interior design involved a multi-method approach that included meetings with subject-matter experts and a survey. This section of the report describes the activities conducted for the practice analysis study.

First, experts identified the tasks, knowledge, and skills they believed were important to the practice of interior design. Then, interior designers received the newly developed survey. The purpose of the survey was to obtain verification (or refutation) that the tasks, knowledge, and skills identified by the experts are important to the work of interior designers.

#### *STEPS OF THE Practice Analysis study*

1. Conduct of a planning meeting
2. Development of the survey instrument
3. Dissemination of the survey
4. Analysis of the survey data
5. Development of the test specifications

Survey research functions as a “check and balance” on the judgments of the experts and reduces the likelihood that unimportant areas will be considered in the development of the test specifications. The use of a survey is also an efficient and cost-effective method of obtaining input from large numbers of experts and makes it possible for analysis of ratings by appropriate subgroups of respondents.

The survey results provide information to guide the development of test specifications and content-valid examinations. What matters most is that a certification examination covers the important knowledge needed to perform job activities.

### ***1. Conduct of a Planning Meeting***

On October 31, 2013, CIDQ representatives and the Prometric staff responsible for the conduct of the practice analysis held a planning meeting via webconference. During the planning meeting, the selection of the Task Force Committee members and Test Specifications Committee members, meeting dates and logistics, and survey delivery were topics of discussion.

### ***2. Development of the Survey***

#### ***Conduct of the Practice Analysis Study Task Force Meeting***

The Task Force Committee was comprised of a representative group of interior designers. In total, twelve interior designers comprised the committee. A list of the Task Force Committee members appears in Appendix A1. The Task Force meeting was conducted January 30 and 31, 2014 in Washington, DC. The purpose of the meeting was to develop the survey content. Prometric staff facilitated the meeting.

Activities conducted during the meeting included reviewing and, as needed, revising the major domains, task and knowledge that are necessary for the competent performance of interior designers. The draft list presented to the Task Force was developed using the results of the 2008 Practice Analysis as well as

the 2013 updates to the Test Specifications. The knowledge statements combined the current Fundamentals and Professional topics together with the idea that the survey results would justify to which test each topic belonged. Additionally, the knowledge served as the basis of the skill statements. Survey rating scales and background and general information questions were presented, discussed, and revised as needed.

### ***Survey Construction and Review Activities***

#### ***Survey Construction***

Upon the completion of the Task Force Meeting, Prometric staff constructed the draft survey. The survey covered the following task and knowledge domains:

Tasks:

1. Pre-Design
2. Programming
3. Schematic Design
4. Design Development
5. Contract Documents
6. Bidding/Tendering
7. Contract Administration
8. Project Conclusion
9. Ancillary/Additional Services

Knowledge:

1. Programming, Sustainability and Site Analysis
2. Design Theory and the Relationship Between Human Behavior and the Designed Environment
3. Integration with Building Systems and Construction
4. Furniture, Fixtures, Equipment, Interior Finishes, Materials, and Lighting
5. Construction Drawings, Schedules, and Specifications
6. Measuring Drafting and Technical Drawing Conventions
7. Design Documentation and Contract Administration
8. Visual, Written and Verbal Design Communication Methods and Techniques
9. Code Requirements, Laws, Standards, Regulations, Accessibility, and Sustainability
10. Project Coordination Procedures and the Roles of Related Design Professionals
11. Professional Ethics and Business Practices

#### ***Survey Review by Task Force Committee***

Each Task Force member received a copy of the draft survey. The purpose of the review was to provide the Committee with an opportunity to view their work and recommend any revisions.

Comments provided by the Task Force Committee for the online survey were compiled by Prometric staff and reviewed via web conference on February 24, 2014, with the Task Force members. Refinements, as recommended by the Task Force, were incorporated into the online survey in preparation for a pilot test.

**Survey Pilot Test**

The purpose of the small-scale pilot test was to have professionals in the field who had no previous involvement in the development of the survey, review and offer suggestions to improve the instrument. Twenty-nine participants received the survey link, 14 of whom completed the survey.

Pilot participants reviewed the survey for clarity of wording, ease of use, and comprehensiveness of content coverage. Comments were compiled by Prometric staff and reviewed via web conference on March 17, 2014 with the Task Force members. The Task Force revised and finalized the survey based on the review of the pilot test comments.

**Final Version of the Survey**

The final version of the online surveys consisted of six sections: Section 1: Background and General Information; Section 2: Tasks; Section 3: Knowledge; Section 4: Skills; Section 5: Recommendations for Test Content; and, Section 6: Write in Comments.

In Section 1: Background and General Information, survey participants responded to general and background information about themselves and their professional activities.

In Section 2: Tasks, survey participants rated the statements using the importance scale shown below.

<b>Tasks</b>	
<b>Importance: How important is this task for an Interior Designer?</b>	
0 = Of no importance	
1 = Of little importance	
2 = Of moderate importance	
3 = Important	
4 = Very important	

In Section 3: Knowledge, survey participants rated the statements using the importance scale shown below.

<b>Knowledge</b>		
Importance: How important is the knowledge for an Interior Designer?	Time of Acquisition: When is this knowledge primarily learned or attained?	Cognitive Level: To what level should this knowledge be attained at the time the Interior Designer earns the credential?
0 = Of no importance	0 = Not applicable	0 = Unnecessary – not required at all
1 = Of little importance	1 = In an academic program	1 = Exposure – sufficiently aware of the knowledge to be able to look it up
2 = Of moderate importance	2 = Within the first 2 years of professional practice	2 = Comprehension – able to interpret and/or discuss the concepts involved
3 = Important	3 = After 2 years of professional practice	3 = Application – able to use the knowledge to solve simple problems based on application of concepts in a new setting
4 = Very important		4 = Mastery – able to apply the knowledge to complex problems, to integrate information and to create, synthesize and evaluate solutions

In Section 4: Skills, survey participants rated the statements using the criticality scale shown below.

<b>Skills</b>	
<b>Criticality: How critical is demonstrating this skill for measuring the competence of an Interior Designer?</b>	
0	Not critical to demonstrate
1	Slightly critical to demonstrate
2	Moderately critical to demonstrate
3	Critical to demonstrate
4	Very critical to demonstrate

Survey participants were asked to provide a rating measuring the representativeness of each knowledge and task domain. Respondents made their judgments using a five-point rating scale (1 = Very Poorly; 2 = Poorly; 3 = Adequately; 4 = Well; 5 = Very Well). Respondents could note any topics that were not covered within a specific domain in an open response field.

In Section 5: Recommendation for Test Content, survey participants indicated the content weights that the knowledge areas below should receive on the exam:

1. Programming, Sustainability and Site Analysis
2. Design Theory and the Relationship Between Human Behavior and the Designed Environment
3. Integration with Building Systems and Construction
4. Furniture, Fixtures, Equipment, Interior Finishes, Materials, and Lighting
5. Construction Drawings, Schedules, and Specifications
6. Measuring Drafting and Technical Drawing Conventions
7. Design Documentation and Contract Administration
8. Visual, Written and Verbal Design Communication Methods and Techniques
9. Code Requirements, Laws, Standards, Regulations, Accessibility, and Sustainability
10. Project Coordination Procedures and the Roles of Related Design Professionals
11. Professional Ethics and Business Practices

This was accomplished by distributing 100 percentage points across the eleven knowledge areas. These distributions represented the allocation of examination items survey participants believed should be devoted to each knowledge area. The distribution was not separated into the Fundamentals and Professional Exams. Because the assignment to each exam would not be accomplished until the test specifications meeting, the proportions by exam would only be used as a guide in determining the content weights.

In Section 6: Write In Comments, survey respondents answered open-ended questions: “What additional professional development and/or continuing education could you use to improve your performance in your current work role?” and “How do you expect your work role to change over the next few years? What tasks will be performed and what knowledge will be needed to meet changing job demands?”

### ***3. Dissemination of the Survey***

Prometric provided the survey link to CIDQ on March 26 for dissemination to active certificate holders. The invited survey participants received two reminder emails prior to the survey's close on April 21. As an incentive to complete the survey, participants could enter a drawing to win one of 21 American Express gift cards ranging from \$25 to \$100 USD.

Appendix B contains a portion of the online survey.

### ***4. Analysis of the Survey Data***

As previously noted, the purpose of the survey was to validate the tasks, knowledge, and skills that relatively large numbers of interior designers judged to be relevant (verified as important) to their work. This objective occurred through an analysis of the mean importance ratings for task and knowledge statements and mean criticality ratings of the skill statements. The derivation of test specifications from those statements verified as important by the surveyed interior designers provides a substantial evidential basis for the content validity of credentialing examinations. For the purposes of this study, the overall group was included in the analysis.

Based on information obtained from the survey, data analyses by respondent subgroups (e.g., practice setting) are possible when sample size permits. A subgroup category is required to have at least 30 respondents to be included in the mean analyses. This is a necessary condition to ensure that the mean value based upon the sample of respondents is an accurate estimate of the corresponding population mean value.

The following quantitative data analyses were produced:

- Means, standard deviations, and frequency (percentage) distributions for task importance and content coverage ratings
- Means, standard deviations, and frequency distributions for knowledge importance and content coverage ratings
- Medians and modes for knowledge point of acquisition and cognitive level ratings
- Means, standard deviations, and frequency distributions for skill criticality ratings
- Means and standard deviations for test content recommendations
- Index of agreement values for designated subgroups
- Crosstabs for selected demographic questions

### ***Criterion for Interpretation of Mean Importance Ratings***

Since a major purpose of the survey is to ensure that only validated task and knowledge statements are included in the development of test specifications, a criterion (cut point) for inclusion needs to be established.

A criterion used in similar studies is a mean importance rating that represents the midpoint between moderately important and important. For the importance rating scale used across many studies, the value of this criterion is 2.50.

This criterion is consistent with the intent of content validity. Therefore, for this practice analysis, Prometric recommended the value of this criterion should be set at 2.50. Accordingly, the task and knowledge statements were grouped into one of three categories: Pass, Borderline, or Fail as determined by their mean importance ratings. The skill criticality ratings used the same criterion.

#### ***Definition of Pass, Borderline and Fail Categories for Task and Knowledge Importance Mean Ratings***

	<u>Means</u>
<b>Pass:</b>	<b>At or above 2.50</b>
<b>Borderline:</b>	<b>2.40 to 2.49</b>
<b>Fail:</b>	<b>Less than 2.40</b>

- The Pass Category contains those statements whose mean ratings are at or above 2.50, and are eligible for inclusion in the development of test specifications.
- The Borderline Category contains those statements whose mean ratings are between 2.40 and 2.49. The Borderline Category is included to provide a point of discussion for the Task Force to determine if the statement(s) warrant(s) inclusion in the test specifications.
- The Fail Category contains those statements whose mean ratings are less than 2.40. It is recommended that statements in the Fail Category be excluded from consideration in the test specifications.

### ***5. Development of the Test Specifications***

The Test Specifications Committee was comprised of a representative group of interior designers. In total, twelve interior designers comprised the committee, including six from the Task Force Committee. A list of the Test specifications Committee members appears in Appendix A2. Prometric staff facilitated a meeting to develop the test specifications based on the practice analysis results on June 27-28, 2014, in Washington, DC. The meetings focused on:

- finalizing the task statements for inclusion based on the survey results;
- finalizing the knowledge that are important for inclusion based on the survey results;
- finalizing the skills that are critical to demonstrate based on the survey results;
- categorizing knowledge topics for the IDFX or IDPX exams;
- establishing the percentage test content weights for each area on the examination; and,
- creating a linkage between the task and knowledge.

These percentage test weights guide examination development activities.



## RESULTS

### Survey Responses

Survey responses totaled 763 but six were not currently active NCIDQ Certificate holders and were excluded from the data sample. Analysis was performed using 757 responses. The survey was distributed using an open URL and we cannot estimate the number of interior designers who had access to it; therefore, the calculation of an accurate response rate is not possible.

Based on the analysis of survey responses, a representative group of interior designers completed the survey in sufficient numbers to meet the requirements to conduct statistical analysis. This was evidenced by the distribution of responses for each of the background information questions and was confirmed through discussion with the Committee.

### Demographic Characteristics of Survey Respondents

The profile of survey respondents is below. All responses to the background and general information section of the survey are provided in Appendix C1. The results in the figures below reflect the sample size used for analysis of 757.

Figure 1. *Demographic Question \*1. Are you currently an active NCIDQ Certificate holder?*

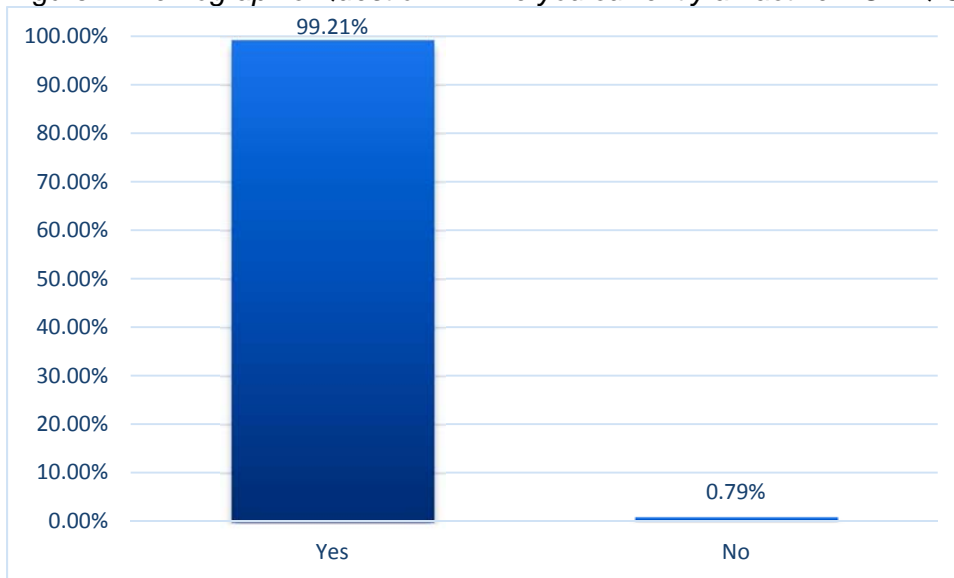


Figure 2. Demographic Question 1a. For how long have you been an NCIDQ Certificate holder?

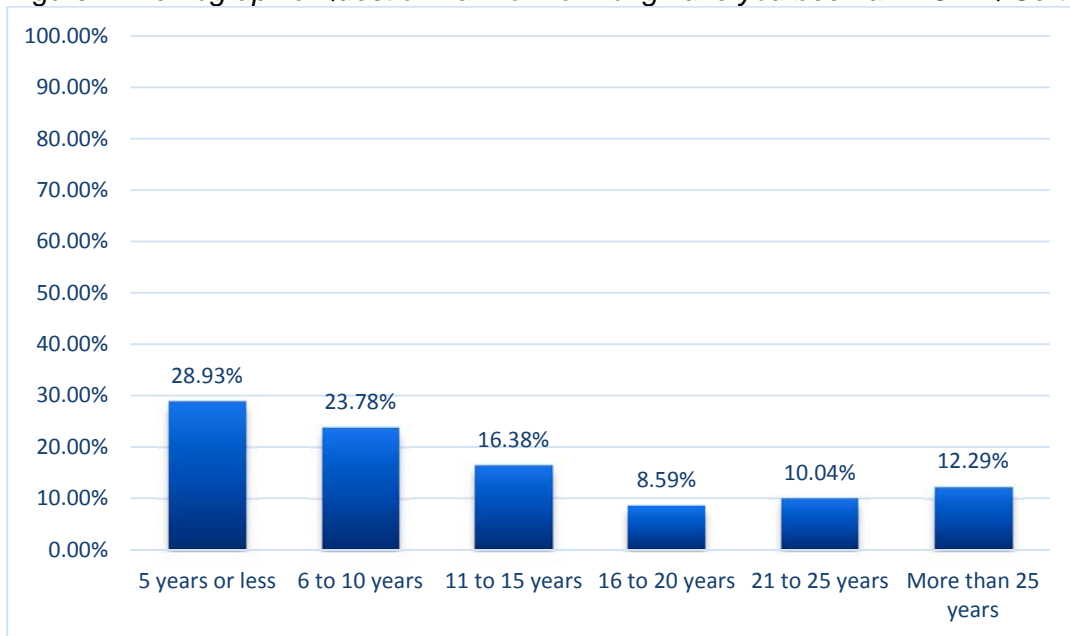


Figure 3. Demographic Question \*2. Are you currently working in interior design or a related field?

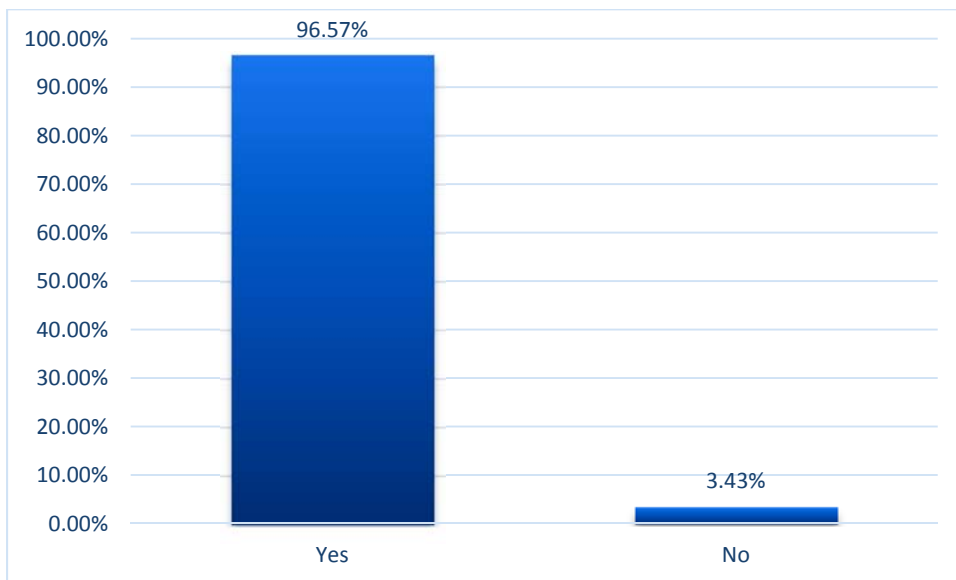


Figure 4. Demographic Question 2a. Why are you currently not working in interior design or a related field? (N = 26)

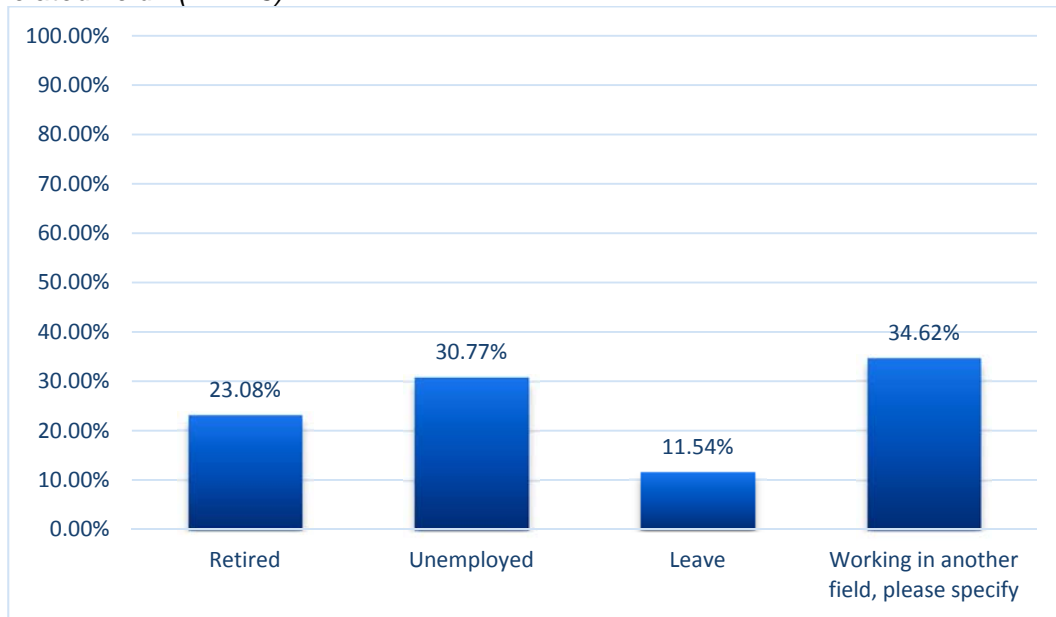


Figure 5. Demographic Question 3. What is your current work situation?

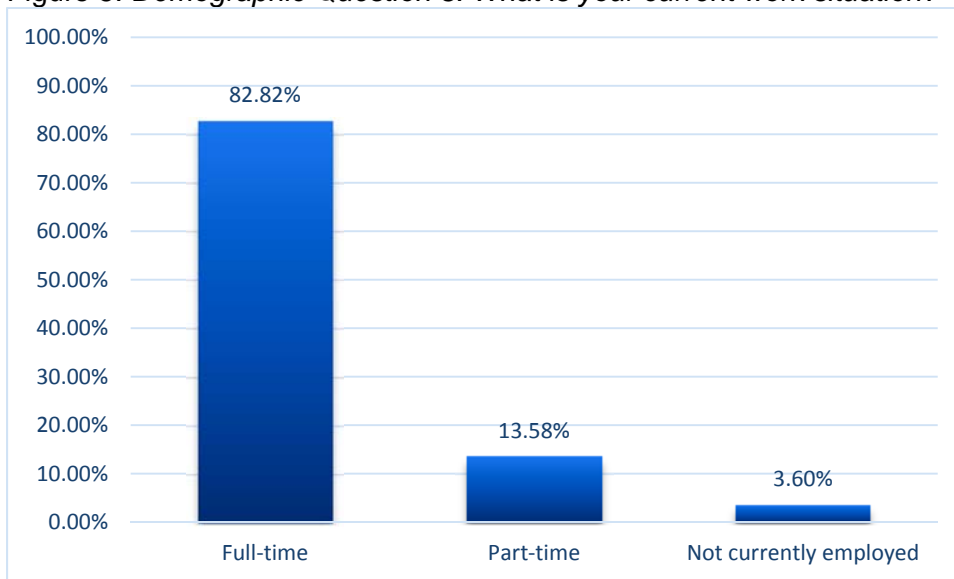


Figure 6. *Demographic Question 4. How long have you been working in interior design?*

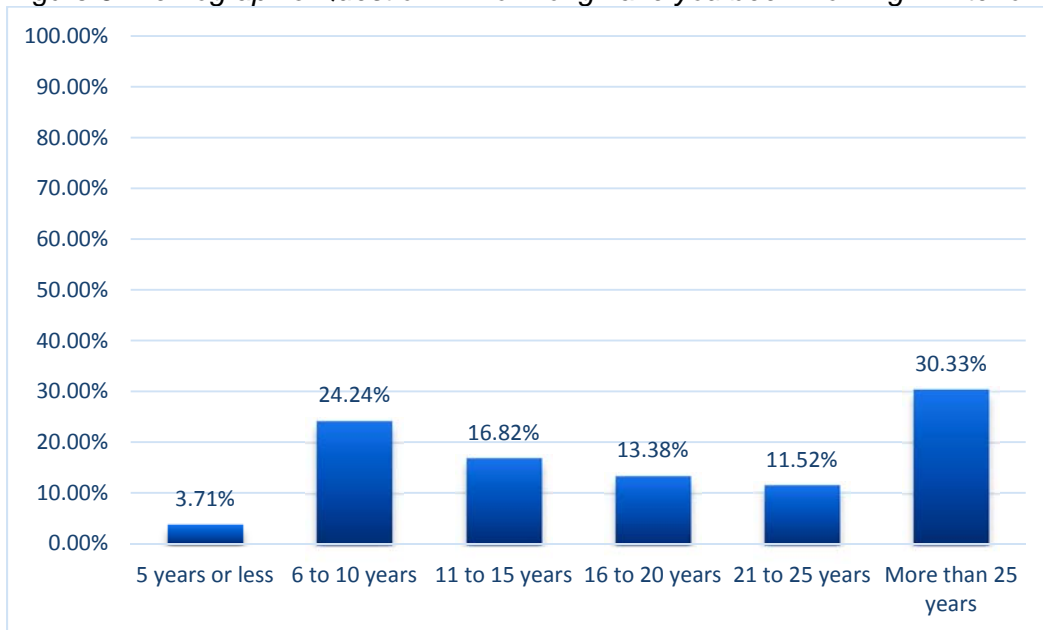


Figure 7. *Demographic Question 5. How much of your work time is devoted to interior design (not including administrative/managerial tasks)?*

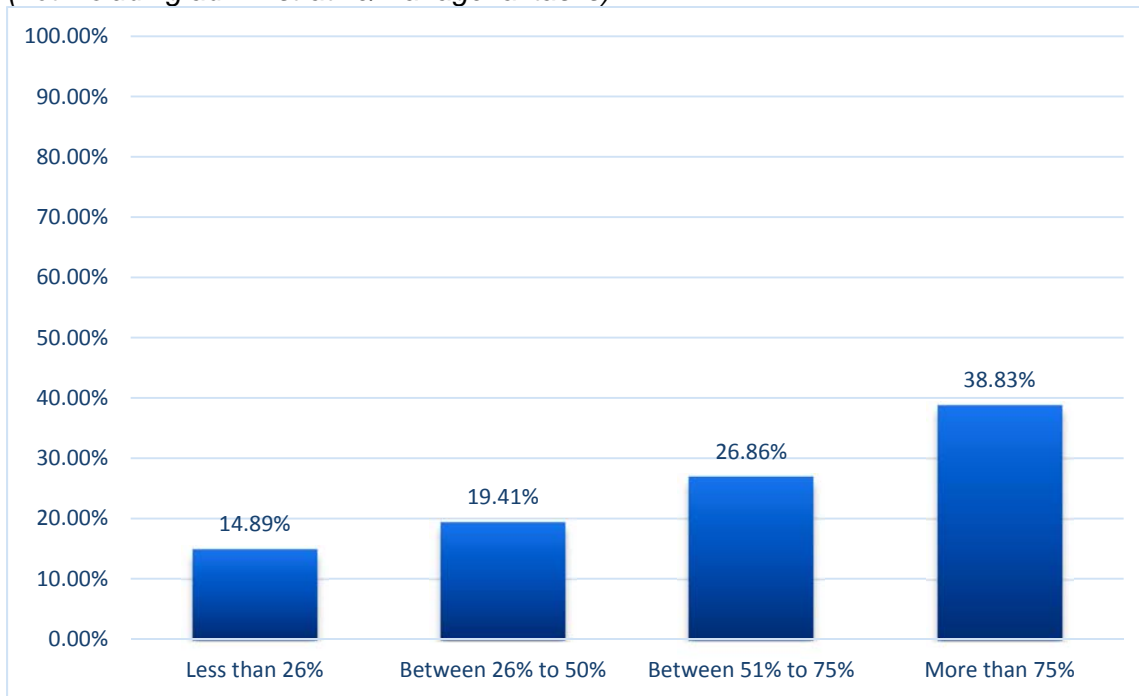


Figure 8. Demographic Question 6. What is your primary area of Interior Design expertise?

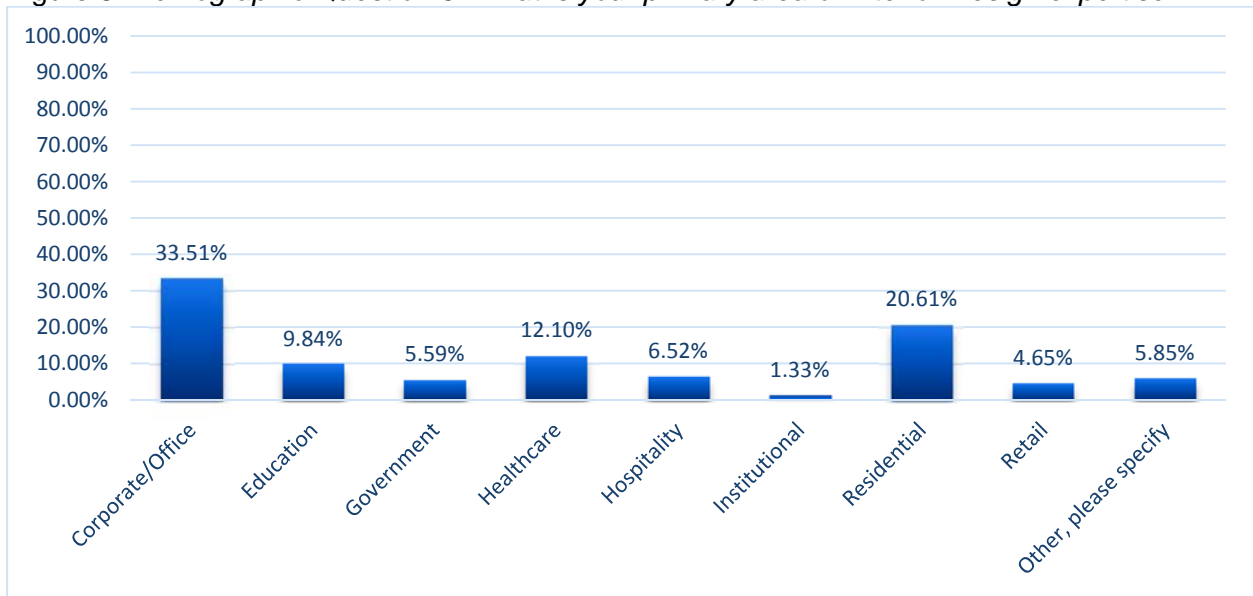


Figure 9. Demographic Question 7. Aside from the primary area of expertise identified in Question 6, what other areas do you have expertise? (Select all that apply)

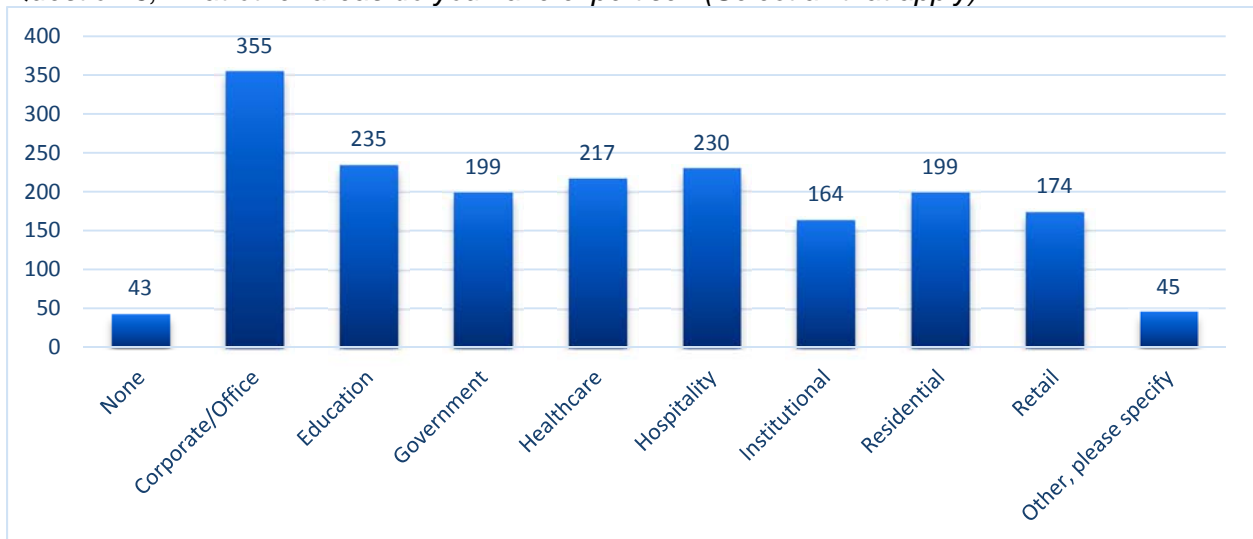


Figure 10. Demographic Question 8. What is your primary job function?

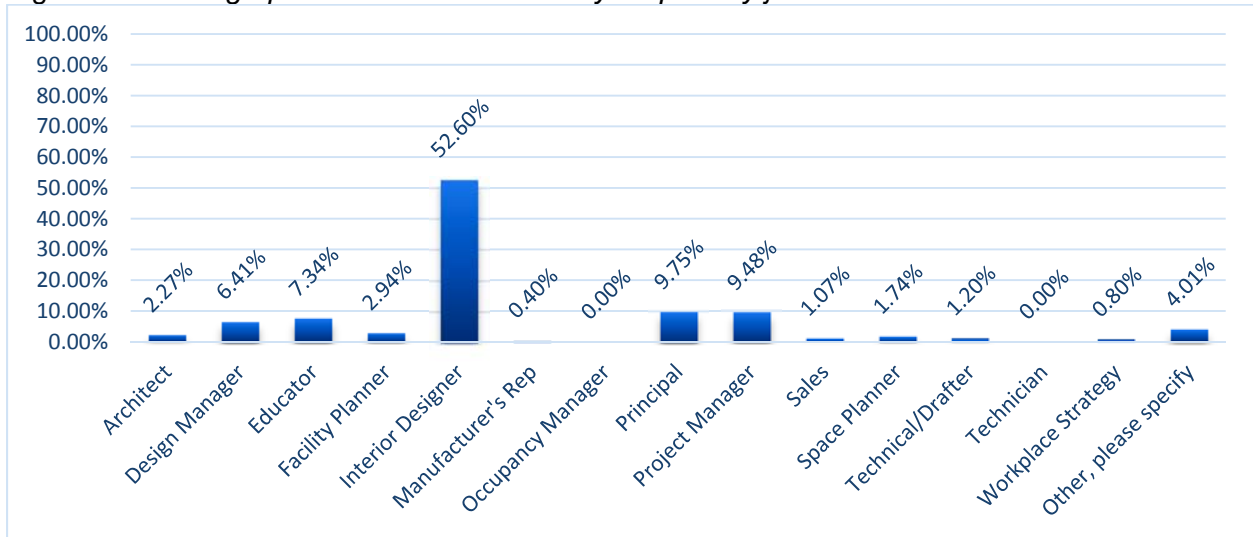


Figure 11. Demographic Question 9. Do you supervise/mentor entry-level interior designers?

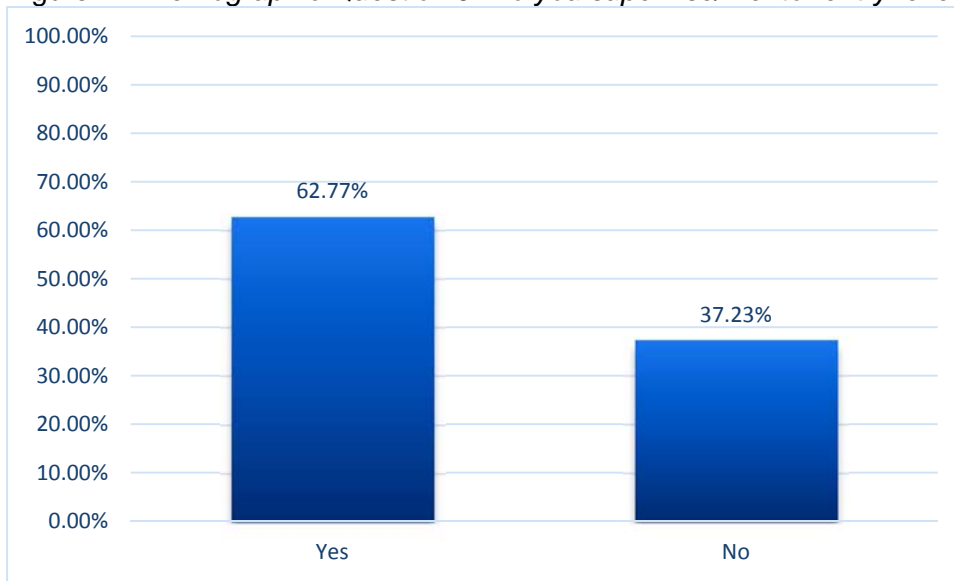


Figure 12. Demographic Question 10. How many interior designers (including yourself) are on staff at your primary place of employment?

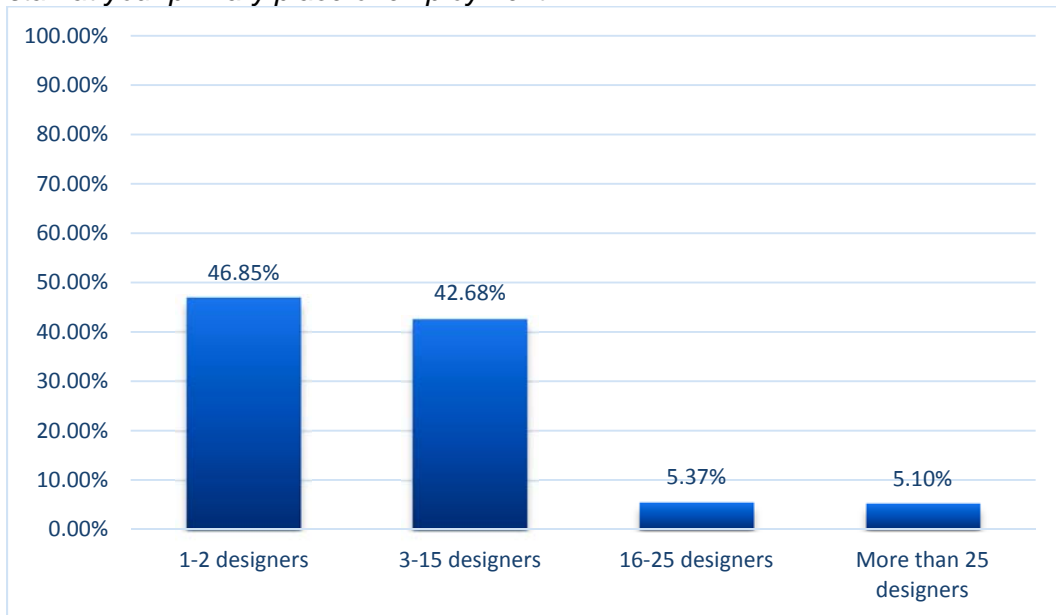


Figure 13. Demographic Question 11. How many total employees are on staff at your primary place of employment?

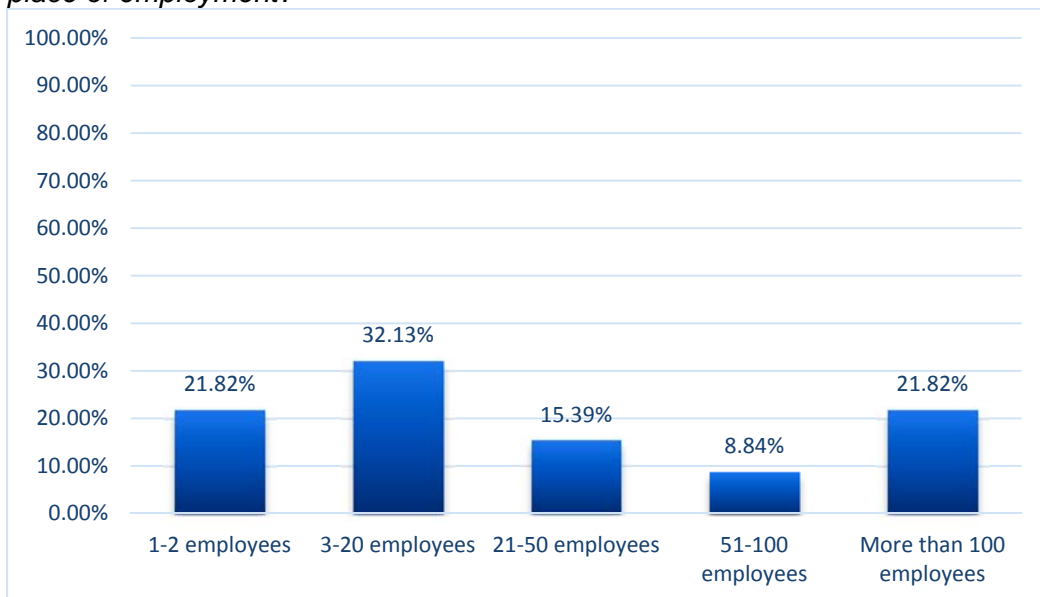
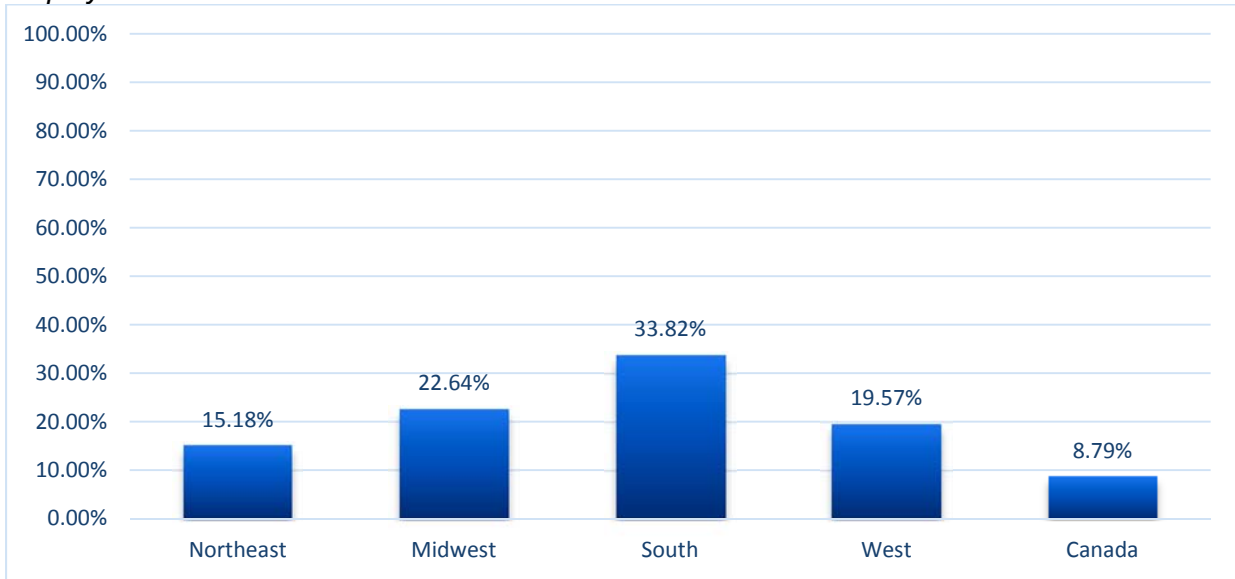






Figure 15. Demographic Question 12. In what state, province, or jurisdiction is your primary employment located?



Northeast (CT, ME, MA, NH, RI, VT, NJ, NY, PA)
Midwest (IL, IN, MI, OH, WI, IA, KS, MN, MO, NE, ND, SD)
South (DE, DC, FL, GA, MD, NC, SC, VA, WV, AL, KY, MI, TN, AR, LA, OK, TX)
West (AZ, CO, ID, MT, NV, NM, UT, WY, AK, CA, HI, OR, WA)
Canada (AB, BC, MB, NB, NL, NS, NT, NU, ON, PE, QC, SK, YT)

Figure 16. Demographic Question 13. Which of the following best describes your highest educational achievement?

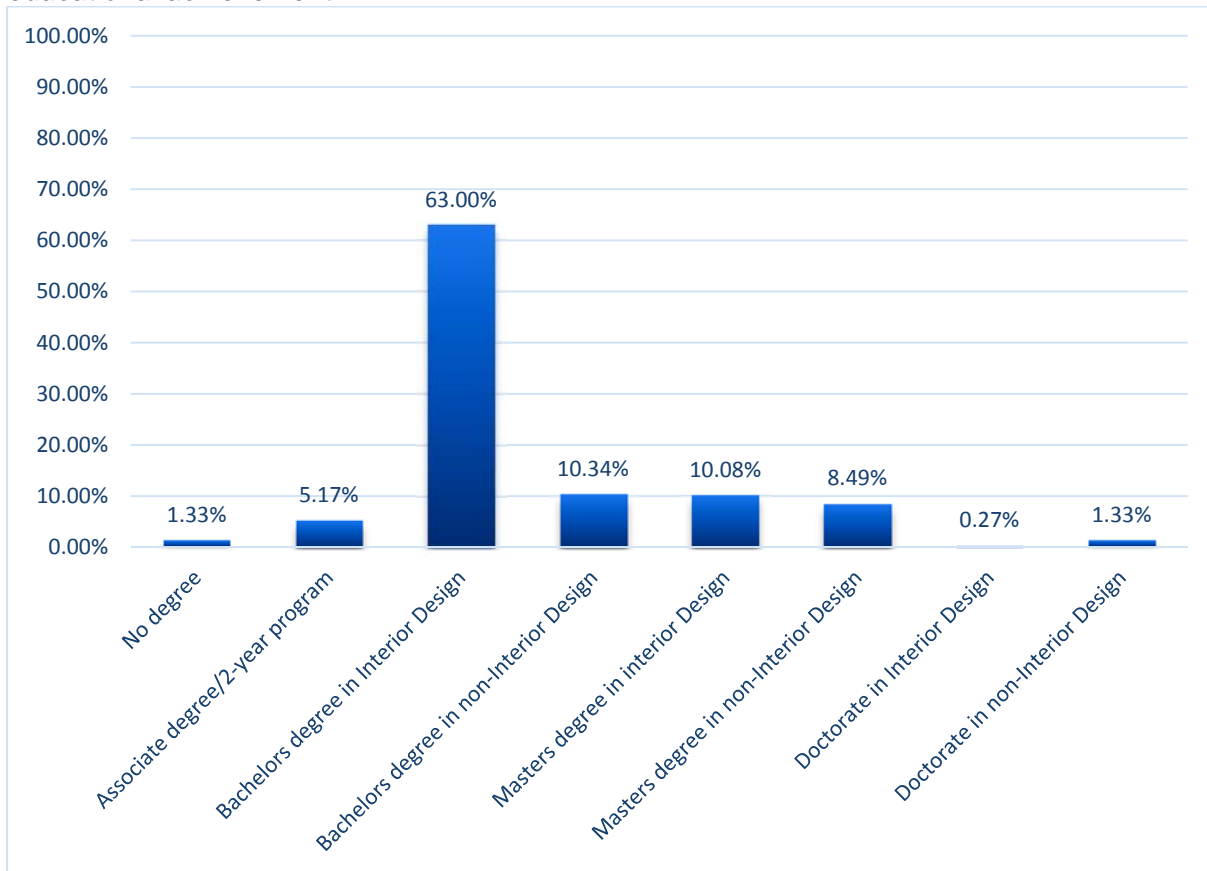


Figure 17. Demographic Question 14. What is your gender?

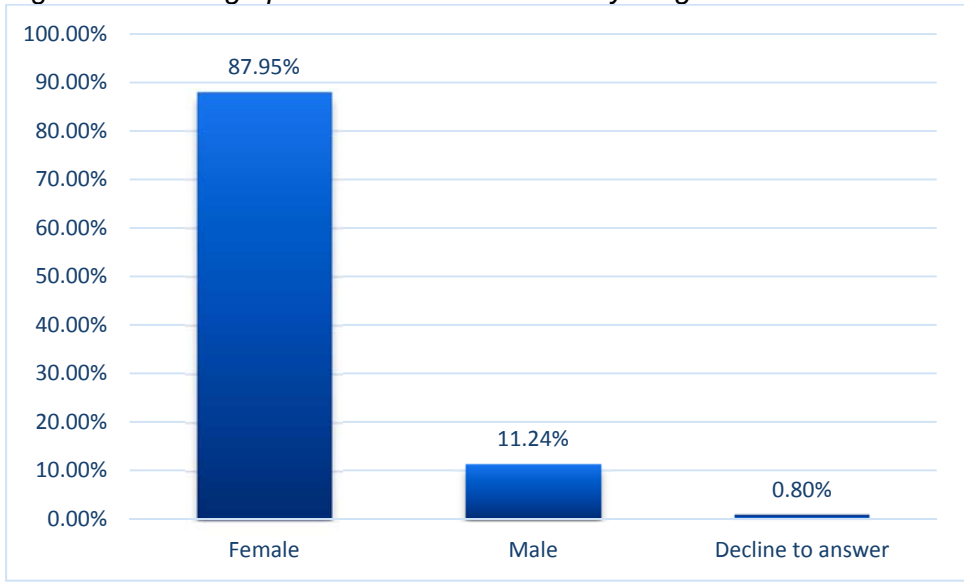


Figure 18. Demographic Question 15. What is your race/ethnicity?

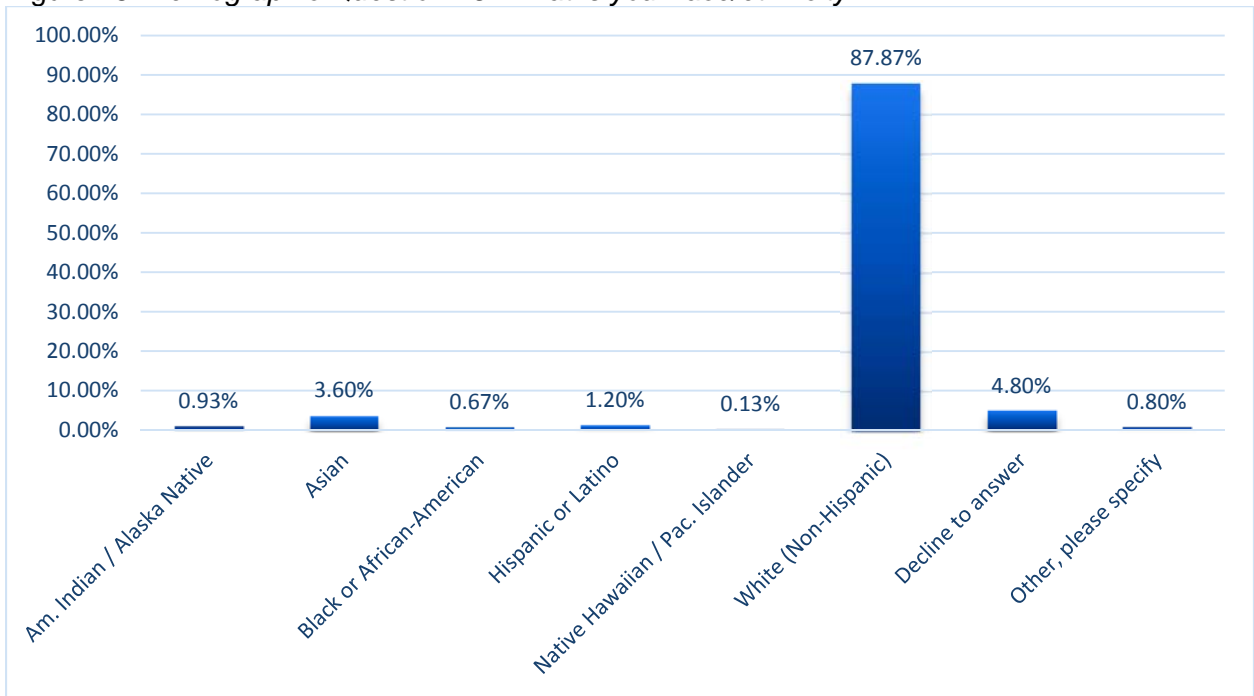
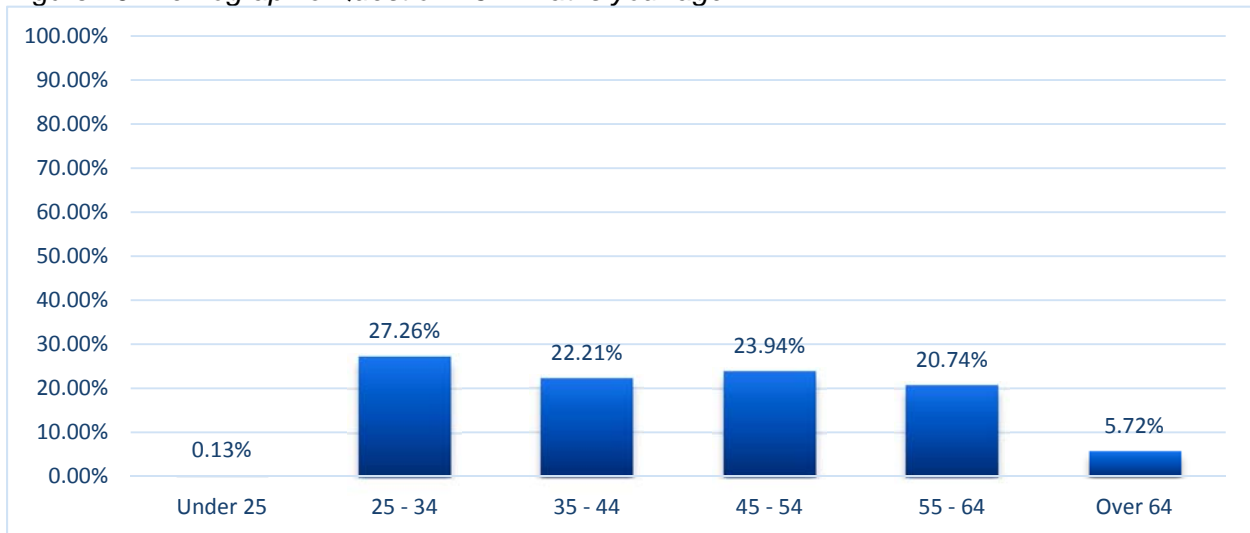


Figure 19. Demographic Question 16. What is your age?



### Task and Knowledge Overall Ratings

The following provides a summary of survey respondents' ratings of the task and knowledge. The survey respondents passed 192 (95.52%) of the 201 task and knowledge statements.

#### Tasks

Means and standard deviations for the tasks included on the survey are in Appendix D. A total of 87 (91.58%) of the 95 tasks achieved high importance means. Table 1 shows the delineation of tasks in Pass, Borderline, and Fail categories by domain.

Table 1. Tasks by Pass, Borderline, and Fail categories

Task Domains	No. of Task Statements	Pass (Mean 2.50 or Above)	Borderline (Mean 2.40 to 2.49)	Fail (Mean Less than 2.40)
1. Pre-Design	7	7	0	0
2. Programming	11	11	0	0
3. Schematic Design	13	13	0	0
4. Design Development	19	19	0	0
5. Contract Documents	8	8	0	0
6. Bidding/Tendering	7	7	0	0
7. Contract Administration	9	9	0	0
8. Project Conclusion	4	4	0	0
9. Ancillary/Additional Services	17	9	3	5
<b>Total</b>	<b>95</b>	<b>87</b>	<b>3</b>	<b>5</b>
<b>Percentage</b>		<b>91.58%</b>	<b>3.16%</b>	<b>5.26%</b>

The three task statements rated borderline are:

Domain 9: Ancillary/Additional Services

- Perform site selection feasibility studies (e.g., pre-lease, pre-purchase)

- Perform construction management
- Develop an art program (e.g., selection, location)

The five task statements rated failing are:

**Domain 9: Ancillary/Additional Services**

- Prepare leasing plans (e.g., BOMA calculations, plan updates, test-fit plans)
- Coordinate client move and logistics
- Develop environmental graphics (e.g., branding, signage)
- Assemble documentation for tax credits
- Perform specialty design services (e.g., lighting, acoustics, A/V, code)

**Knowledge**

Analysis of the knowledge statements included on the survey are in Appendix E1. A total of 105 (99.06%) of the 106 knowledge statements achieved high importance means. Table 2 shows the knowledge statements placed in Pass, Borderline, and Fail categories.

*Table 2. Knowledge Importance by Pass, Borderline, and Fail categories*

Knowledge Domains	Number of Knowledge Statements	Pass (Mean 2.50 or Above)	Borderline (Mean 2.40 to 2.49)	Fail (Mean Less than 2.40)
1. Programming, Sustainability, and Site Analysis	7	7	0	0
2. Design Theory and the Relationship Between Human Behavior and the Designed Environment	6	6	0	0
3. Integration with Building Systems and Construction	12	12	0	0
4. Furniture, Fixtures, Equipment, Interior Finishes, Materials, and Lighting	18	18	0	0
5. Construction Drawings, Schedules, and Specifications	14	14	0	0
6. Measuring, Drafting and Technical Drawing Conventions	2	2	0	0
7. Design Documentation and Contract Administration	13	12	1	0
8. Visual, Written and Verbal Design Communication Methods and Techniques	11	11	0	0
9. Code Requirements, Laws, Standards, Regulations, Accessibility, and Sustainability	4	4	0	0

Knowledge Domains	Number of Knowledge Statements	Pass (Mean 2.50 or Above)	Borderline (Mean 2.40 to 2.49)	Fail (Mean Less than 2.40)
10. Project Coordination Procedures and the Roles of Related Design Professionals	8	8	0	0
11. Professional Ethics and Business Practices	11	11	0	0
<b>Total</b>	<b>106</b>	<b>105</b>	<b>1</b>	<b>0</b>
<b>Percentage</b>		<b>99.06%</b>	<b>0.94%</b>	<b>0.00%</b>

The one knowledge statement rated borderline is:

Domain 7: Design Documentation and Contract Administration

- Bonds (e.g., performance, bid/tender)

The modal results from the second knowledge rating scale, Point of Acquisition, are in Table 3. These results guided the assignment of statements to the IDFX or IDPX exams.

Table 3. Knowledge Point of Acquisition Modal Responses

Knowledge Domains	Number of Knowledge Statements	0 Not Applicable	1 In an academic program	2 Within the first 2 years of practice	3 After 2 years of practice
1. Programming, Sustainability and Site Analysis	7	0	3	4	0
2. Design Theory and the Relationship Between Human Behavior and the Designed Environment	6	0	5	1	0
3. Integration with Building Systems and Construction	12	0	7	5	0
4. Furniture, Fixtures, Equipment, Interior Finishes, Materials, and Lighting	18	0	9	9	0
5. Construction Drawings, Schedules, and Specifications	14	0	13	1	0
6. Measuring, Drafting and Technical Drawing Conventions	2	0	2	0	0
7. Design Documentation and Contract Administration	13	0	0	8	5

Knowledge Domains	Number of Knowledge Statements	0 Not Applicable	1 In an academic program	2 Within the first 2 years of practice	3 After 2 years of practice
8. Visual, Written and Verbal Design Communication Methods and Techniques	11	0	11	0	0
9. Code Requirements, Laws, Standards, Regulations, Accessibility, and Sustainability	4	0	3	1	0
10. Project Coordination Procedures and the Roles of Related Design Professionals	8	0	0	8	0
11. Professional Ethics and Business Practices	11	0	3	0	8
<b>Total</b>	<b>106</b>	<b>0</b>	<b>56</b>	<b>37</b>	<b>13</b>
<b>Percentage</b>		<b>0.00%</b>	<b>52.83%</b>	<b>34.91%</b>	<b>12.26%</b>

The modal results from the third knowledge rating scale, Cognitive Level, are in Table 4. These results guided the delineation of cognitive level requirements during the Test Specifications meeting.

Table 4. Knowledge Cognitive Level Modal Responses

Knowledge Domains	Number of Knowledge Statements	0 Unnecessary	1 Exposure	2 Comprehension	3 Application	4 Mastery
1. Programming, Sustainability and Site Analysis	7	0	0	0	7	0
2. Design Theory and the Relationship Between Human Behavior and the Designed Environment	6	0	0	0	6	0
3. Integration with Building Systems and Construction	12	0	0	7	5	0
4. Furniture, Fixtures, Equipment, Interior Finishes, Materials, and Lighting	18	0	0	1	17	0
5. Construction Drawings, Schedules, and Specifications	14	0	0	0	9	5

Knowledge Domains	Number of Knowledge Statements	0 Unnecessary	1 Exposure	2 Comprehension	3 Application	4 Mastery
6. Measuring, Drafting and Technical Drawing Conventions	2	0	0	0	0	2
7. Design Documentation and Contract Administration	13	0	0	2	11	0
8. Visual, Written and Verbal Design Communication Methods and Techniques	11	0	0	0	9	2
9. Code Requirements, Laws, Standards, Regulations, Accessibility, and Sustainability	4	0	0	0	3	1
10. Project Coordination Procedures and the Roles of Related Design Professionals	8	0	0	1	7	0
11. Professional Ethics and Business Practices	11	0	0	4	6	1
<b>Total</b>	<b>106</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>80</b>	<b>11</b>
<b>Percentage</b>		<b>0.00%</b>	<b>0.00%</b>	<b>14.15%</b>	<b>75.47%</b>	<b>10.38%</b>

### Skills

Analysis of the skill statements included on the survey is in Appendix F. A total of 28 (84.85%) of the 33 skill statements achieved high criticality means. Table 5 shows the skill statements placed in Pass, Borderline, and Fail categories.

Table 5. Skill Criticality by Pass, Borderline, and Fail categories

Number of Skills	Pass (Mean 2.50 or Above)	Borderline (Mean 2.40 to 2.49)	Fail (Mean Less than 2.40)
33	28	0	5
<b>Percent</b>	<b>84.85%</b>	<b>0.00%</b>	<b>15.15%</b>

The five skill statements rated failing are:

- Acoustical systems
- Low voltage systems (e.g., data and communication, security, A/V)
- Mechanical systems
- Plumbing systems
- Structural systems



### ***Subgroup Analysis of Task and Knowledge Ratings***

The index of agreement (IOA) is a measure of the extent to which subgroups of respondents agree on which tasks and knowledge are important. Using the mean importance ratings for tasks and knowledge, indices of agreement were computed:

- If the subgroup means are above the critical importance value (mean ratings at or above 2.50), then they agree that the content is important.
- If the subgroup means are below the critical importance value (mean ratings less than 2.50), then the subgroups agree that the content is considered less important.
- By contrast, if one subgroup's (for example, female) mean ratings are above the critical importance value and another subgroup's (for example, male) means are below the critical importance value then the subgroups are in disagreement as to whether the content is important.

The index of agreement provides a method of computing the similarity in judgments between groups and is tailored to the purpose of a practice analysis study more than the correlation coefficient. Although the correlation coefficient measures the tendency toward agreement along the full range of possible ratings, the agreement index focuses on whether two groups agree that the content should (or should not) be included in an examination.

As one of the major purposes of this practice analysis study is to identify appropriate test content, the agreement index provides a statistical method to address this question at the subgroup level. Furthermore, the agreement index requires only 30 respondents per subgroup for computation, whereas the correlation coefficient requires at least 100 respondents per subgroup to provide a reliable measure of agreement.

An illustrative example for two groups on a survey with 100 knowledge areas shows how to compute the index. If two groups passed the same 96 knowledge areas and failed the same 2 knowledge areas (out of the 100 total knowledge areas in the survey), the consistency index would be computed as  $Agreement = (96 + 2)/100 = 0.98$ . Values of 0.80 or less show less than optimal agreement and therefore additional mean analyses are required.

The index of agreement coefficients for task and knowledge are in Appendix G. Agreement coefficients were produced on the following background questions:

- Years as an NCIDQ Certificate Holder
- Years working in interior design
- Amount of work time devoted to interior design
- Primary area of interior design expertise
- Job function
- Supervise entry-level interior designers
- Number of interior designers on staff
- Number of employees on staff
- Location of employment
- Highest educational achievement
- Gender
- Race/Ethnicity
- Age

The agreement coefficients ranged from 0.89 to 1.00 for both the tasks and the knowledge. All of the subgroups statements achieved strong agreement (coefficients of 0.80 or higher) and additional mean analysis was not necessary.

### Content Coverage Ratings

The survey participants indicated how well the statements within each of the task and knowledge domains covered important aspects of that area. These responses provide an indication of the comprehensiveness of the survey content.

The five-point rating scale included 1=Very Poorly, 2=Poorly, 3=Adequately, 4=Well, and 5=Very Well. The means and standard deviations for the task and knowledge ratings are provided in Tables 6 and 7. For the task domains, the means ranged from 4.08 to 4.38 and for the knowledge statements ranged from 4.06 to 4.20. These means provide evidence that the task and knowledge were well to very well covered on the survey.

Table 6. Mean, Standard Deviation, and Frequency Distribution Percentage of Task Content Coverage

Task Domain	Content Coverage						
	Mean	SD	Frequency Percentage				
			1=Very poorly	2=Poorly	3=Adequately	4=Well	5=Very well
1. Pre-Design	4.10	0.80	0.13%	1.21%	22.85%	39.78%	36.02%
2. Programming	4.29	0.75	0.13%	0.80%	14.32%	39.76%	44.98%
3. Schematic Design	4.38	0.70	0.00%	0.27%	12.13%	37.06%	50.54%
4. Design Development	4.37	0.72	0.27%	0.27%	11.52%	37.94%	50.00%
5. Contract Documents	4.31	0.74	0.00%	0.82%	14.38%	37.40%	47.40%
6. Bidding/Tendering	4.15	0.82	0.41%	1.64%	19.56%	38.99%	39.40%
7. Contract Administration	4.28	0.75	0.14%	0.55%	15.44%	38.66%	45.22%
8. Project Conclusion	4.17	0.79	0.00%	1.80%	18.95%	39.42%	39.83%

Table 7. Mean, Standard Deviation, and Frequency Distribution Percentage of Knowledge Content Coverage

Knowledge Domain	Content Coverage						
	Mean	SD	Frequency Percentage				
			1=Very poorly	2=Poorly	3=Adequately	4=Well	5=Very well
1. Programming, Sustainability and Site Analysis	4.06	0.76	0.14%	1.08%	21.68%	46.61%	30.49%

Knowledge Domain	Content Coverage						
	Mean	SD	Frequency Percentage				
			1=Very poorly	2=Poorly	3=Adequately	4=Well	5=Very well
2. Design Theory and the Relationship Between Human Behavior and the Designed Environment	4.13	0.73	0.00%	0.41%	19.94%	46.35%	33.29%
3. Integration with Building Systems and Construction	4.12	0.73	0.14%	0.55%	18.87%	47.80%	32.64%
4. Furniture, Fixtures, Equipment, Interior Finishes, Materials, and Lighting	4.20	0.72	0.00%	0.41%	16.83%	45.52%	37.24%
5. Construction Drawings, Schedules, and Specifications	4.20	0.72	0.28%	0.00%	16.48%	45.98%	37.26%
6. Measuring, Drafting and Technical Drawing Conventions	4.18	0.77	0.00%	0.97%	19.05%	40.89%	39.08%
7. Design Documentation and Contract Administration	4.17	0.72	0.00%	0.14%	18.54%	45.93%	35.39%
8. Visual, Written and Verbal Design Communication Methods and Techniques	4.16	0.73	0.14%	0.58%	17.77%	46.53%	34.97%
9. Code Requirements, Laws, Standards, Regulations, Accessibility, and Sustainability	4.13	0.73	0.14%	0.29%	18.99%	47.54%	33.04%
10. Project Coordination Procedures and the Roles of Related Design Professionals	4.12	0.75	0.15%	1.03%	18.76%	46.82%	33.23%
11. Professional Ethics and Business Practices	4.15	0.73	0.00%	0.44%	18.91%	46.19%	34.46%

Survey respondents could write in tasks or knowledge that they believe should be included in the listing of important task and knowledge. The Test Specifications Committee reviewed the comments to determine whether there were important statements not covered on the survey that should be included in the test specifications.

### **Test Content Recommendations**

In survey Section 4: Recommendations for Test Content, participants were asked to assign a percentage weight to each knowledge domain. The sum of percentage weights was required to equal 100. This information guided the Test Specifications Committee in making decisions about how much emphasis

the domains should receive on the test content outline. The mean weights across all survey respondents are in Table 8.

Table 8. *Survey Respondents' Test Content Recommendations by Mean Percentages and Standard Deviations*

Domain	Mean (%)	SD (%)	Range	
			Minimum	Maximum
1. Programming, Sustainability and Site Analysis	8.13	3.83	0	25
2. Design Theory and the Relationship Between Human Behavior and the Designed Environment	7.42	4.08	0	30
3. Integration with Building Systems and Construction	7.68	3.37	0	28
4. Furniture, Fixtures, Equipment, Interior Finishes, Materials, and Lighting	13.28	5.84	0	40
5. Construction Drawings, Schedules, and Specifications	13.62	5.39	0	50
6. Measuring, Drafting and Technical Drawing Conventions	9.39	4.54	0	50
7. Design Documentation and Contract Administration	9.28	4.09	0	40
8. Visual, Written and Verbal Design Communication Methods and Techniques	7.70	3.85	0	40
9. Code Requirements, Laws, Standards, Regulations, Accessibility, and Sustainability	10.85	4.87	0	50
10. Project Coordination Procedures and the Roles of Related Design Professionals	6.01	2.85	0	20
11. Professional Ethics and Business Practices	6.49	3.41	0	25

### **Write-In Comments**

Many survey respondents provided responses to the open-ended questions in Section 5: Comments about expected changes in their job role over the next few years and professional development/continuing education needs.

## DEVELOPMENT OF TEST SPECIFICATIONS FOR THE INTERIOR DESIGN FUNDAMENTALS EXAMINATION, THE INTERIOR DESIGN PROFESSIONAL EXAMINATION, AND THE PRACTICUM EXAMINATION

The test specification meeting for the Interior Design Fundamentals Examination, the Interior Design Professional Examination, and the Practicum occurred June 27-28, 2014, in Washington, DC. The steps involved in the development of test specifications included the following:

- presentation of the practice analysis project and results to the Test Specifications Committee;
- identification of the task and knowledge statements to be included on the IDFX, IDPX, and Practicum test specifications;
- development of the test content weights for the exams; and,
- linkage of task and knowledge statements.

### ***Presentation of the Practice Analysis Project and Results to the Test Specifications Committee***

The first activity involved in the test specification development was to provide the Test Specifications Committee an overview of the practice analysis activities that were conducted and to present the results of the study.

### ***Identification of the Task, Knowledge, and Skill Statements to be Included on the Interior Design Fundamentals Examination, Interior Design Professional Examination, and Practicum***

The Test Specifications Committee reviewed the task, knowledge, and skill results to make final recommendations about the areas that should be included on the exams.

The survey results served as the primary source of information used by the Test Specification Committee members to make test content decisions. Recommendations were based on the following criteria:

- the mean task and knowledge ratings for all respondents;
- the median and modes for the point of acquisition knowledge rating scale;
- the frequency distribution of ratings for all respondents; and,
- the appropriateness of the content for the examination.

Appendix J outlines the task and knowledge approval decisions.

### ***Tasks Recommended for Inclusion***

- A total of 87 of the 95 tasks achieved mean ratings at or above 2.50 (Pass category) and were included on the test specifications.
- Three task statements achieved mean ratings between 2.40 and 2.49 (Borderline category). None was included on the test specifications.
- Five task statements achieved mean ratings less than 2.40 (Fail category). None was included on the test specifications.
- The Test Specifications Committee changed the name of the Quality Assurance domain name to Quality Assurance and Standard of Care; as well, the Test Specifications Committee moved all of the statements from domain 8 Professional Responsibilities to one of the other domains.

### ***Knowledge Recommended for Inclusion***

- A total of 105 of the 106 knowledge statements achieved mean ratings at or above 2.50 (Pass category). Forty statements were included on the Test Specifications for the Fundamentals Exam only. Fifty statements were included on the Test Specifications for the Professional Exam only. Fourteen statements were included on both the Fundamentals and Professional Exam. One

statement from the passing category was not included on the test specifications because the Test Specifications Committee felt that it is learned on the job and true proficiency occurs long after two years of experience. Two statements were modified for clarity. The Test Specifications Committee wanted to change the order of the domains so that Codes and Standards was the first domain in the IDPX.

- One knowledge statement achieved a mean rating between 2.40 and 2.49 (Borderline category). This statement was not included on the test specifications.
- The Test Specifications Committee changed the name of the domains to provide clarity to the candidates.

Table 9 contains the modified statements.

Table 9. *Knowledge Statements Modified on the Test Specifications*

Domain	Knowledge	Rationale
1. Programming, Sustainability, and Site Analysis	6. Existing conditions <b>analysis</b>	Modified for clarity; Removal of analysis makes it a lower level;
3. Integration with Building Systems and Construction	11. Sequencing of work (e.g., plumbing before <b>drywalling</b> )	Modified based on content coverage comments

Text written in red indicates a change to the original wording.

Table 10 below shows the new domain names.

Table 10. *Knowledge Domains Modified on the Test Specifications*

Original Domain	Fundamentals Domain	Professional Domain
1. Programming, Sustainability and Site Analysis	Programming and Site Analysis	
2. Design Theory and the Relationship Between Human Behavior and the Designed Environment	Human Behavior and the Designed Environment	
3. Integration with Building Systems and Construction	Building Systems and Construction	Building Systems Integration
4. Furniture, Fixtures, Equipment, Interior Finishes, Materials, and Lighting	Furniture, Finishes, Equipment, and Lighting	Product and Material Coordination
5. Construction Drawings, Schedules, and Specifications	Construction Drawings and Specifications	Contract Documents

Original Domain	Fundamentals Domain	Professional Domain
6. Measuring, Drafting and Technical Drawing Conventions	Technical Drawing Conventions	
7. Design Documentation and Contract Administration		Contract Administration
8. Visual, Written and Verbal Design Communication Methods and Techniques	Design Communication	
9. Code Requirements, Laws, Standards, Regulations, Accessibility, and Sustainability		Codes and Standards
10. Project Coordination Procedures and the Roles of Related Design Professionals		Project Coordination
11. Professional Ethics and Business Practices		Professional and Business Practices

### Skills Recommended for Inclusion

- A total of 28 of the 33 skill statements achieved mean ratings at or above 2.50 (Pass category). Twenty statements were included on the Test Specifications for the Practicum. Eight statements from the passing category were not included on the test specifications because the Test Specifications Committee felt that demonstrating the skill is not essential for protecting the health, safety, and welfare of the public, that the topic is better suited for a multiple choice exam, or that the skills were beyond what an entry-level interior designer would know. Three statements were modified for clarity.
- Five skill statements achieved a mean rating less than 2.40 (Fail category). These statements were not included on the test specifications.

Table 11 contains the modified statements.

Table 11. *Skill Statements Modified on the Test Specifications*

Skill	Rationale
29. Square footage standards (e.g., code, <del>BOMA, lease</del> )	Modified for clarity
2. Adjacencies <del>matrices</del>	Modified for clarity
20. Lighting systems (e.g., <del>switching diagrams, zoning, sensors, daylighting</del> )	Modified for clarity

Text written in red indicates a change to the original wording.

### ***Development of Test Content Weights***

The Test Specifications Committee participated in an exercise that required each member to assign a percentage weight to each of the knowledge domains by exam. Weights were then entered into a spreadsheet and shown to the committee. The committee members were able to compare the test content weights derived from the survey responses to their own estimates. This resulted in a productive discussion among the committee members regarding the optimal percentages for the exams.

Tables 12 and 13 show the test specifications recommendations including the percentage content by exam. The complete test specifications are in Appendix K.

Table 12. *Interior Design Fundamentals Exam (IDFX) Test Content Weights Recommended by the Test Specifications Committee*

<b>Knowledge Domains</b>	<b>Number of Statements</b>	<b>% Weight</b>
1. Programming and Site Analysis	6	15%
2. Human Behavior and the Designed Environment	5	10%
3. Building Systems and Construction	10	15%
4. Furniture, Finishes, Equipment, and Lighting	9	15%
5. Construction Drawings and Specifications	11	20%
6. Technical Drawing Conventions	2	15%
7. Design Communication	11	10%

Table 13. *Interior Design Professional Exam (IDPX) Test Content Weights Recommended by the Test Specifications Committee*

<b>Knowledge Domains</b>	<b>Number of Statements</b>	<b>% Weight</b>
1. Codes and Standards	5	18%
2. Building Systems Integration	12	16%
3. Product and Material Coordination	10	14%
4. Contract Documents	6	16%
5. Contract Administration	12	18%
6. Project Coordination	8	10%
7. Professional and Business Practices	11	8%

In addition to providing weights for each exam, the Test Specifications Committee participated in an exercise to delineate the distribution of cognitive levels by each domain. The exam uses three cognitive levels: recall, application, and analysis. The Committee used the results of the knowledge cognitive level rating scale modal responses to guide the discussion. Tables 14 and 15 denote the breakdown of cognitive levels for each exam by domain.



Table 14. *Interior Design Fundamentals Exam (IDFX) Cognitive Levels Recommended by the Test Specifications Committee*

Domains	Number of Test Questions	Recall	Application	Analysis
1. Programming and Site Analysis	15	5	8	2
2. Human Behavior and the Designed Environment	10	3	5	2
3. Building Systems and Construction	15	8	6	1
4. Furniture, Finishes, Equipment, and Lighting	15	5	8	2
5. Construction Drawings and Specifications	20	4	8	8
6. Technical Drawing Conventions	15	4	5	6
7. Design Communication	10	3	5	2

Table 15. *Interior Design Professional Exam (IDPX) Cognitive Levels Recommended by the Test Specifications Committee*

Domains	Number of Test Questions	Recall	Application	Analysis
1. Codes and Standards	27	5	13	9
2. Building Systems Integration	24	8	10	6
3. Product and Material Coordination	21	5	12	4
4. Contract Documents	24	5	12	7
5. Contract Administration	27	7	13	7
6. Project Coordination	15	4	8	3
7. Professional and Business Practices	12	4	5	3

### **Linkage of Task and Knowledge Statements**

Task and knowledge linking verifies that each knowledge area included on an examination relates to the competent performance of important tasks. As such, linking supports the content validity of the task included in the test specifications. Linking does not require the production of an exhaustive listing; rather, task-knowledge links are developed to ensure that each knowledge is identified as being related to the performance of at least one, or in most cases several, important tasks.

Linking also provides guidance for item-writing activities. When item writers develop questions for specific knowledge areas, they have a listing of tasks that relate to the knowledge. This provides context for developing examination questions, and assists the item writers in question design. The linkage was complete for both the IDFX and IDPX. The linkage of tasks to knowledge is in Appendix L.

### **Comparison of the Current Test Specifications and the New Test Specifications**

The practice analysis results validated the reorganization of the 2008 practice analysis results into the Fundamentals and Professional exams. The majority of statements remained on their current specifications. The domain names and weights changed based upon this practice analysis' results and new cognitive level specifications were developed.

## SUMMARY AND CONCLUSIONS

The practice analysis study for Interior Design identified task, knowledge, and skill statements that are important to the work performed by interior designers. Further, the data collected will guide the development of the test specifications that will be used to develop the examination.

The task, knowledge, and skill statements were developed through an iterative process involving the combined efforts of CIDQ, subject matter experts, and Prometric staff. These statements were entered into a survey format and subjected to verification/refutation through the dissemination of a survey to interior designers. The survey participants were asked to rate the importance of task and knowledge statements and the criticality of demonstrating skills for interior designers.

The results of the study support the following:

- All of the task and knowledge statements that were verified as important through the survey provide the foundation of empirically derived information from which to develop test specifications for the Interior Design Fundamentals Examination, Interior Design Professional Examination, and the Practicum.
- Evidence was provided in this study that the comprehensiveness of the content within the task and knowledge domains was well to very well covered.
- The process utilized and all of the information that resulted from the analysis supported the development of the test specifications.

In summary, the study used a multi-method approach to identify the tasks, knowledge, and skills that are important to the work performed by interior designers so protect the health, safety, and welfare of the public. The results of the study developed the test specifications for the Interior Design Fundamentals Examination, Interior Design Professional Examination, and the Practicum Examination.

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## Practice Analysis Survey (partial)

CIDQ Practice Analysis Survey [English (United States)]

### ABOUT THE SURVEY

#### SURVEY FORMAT

This survey can be completed in approximately 50 minutes. Most questions take just seconds to answer. A progress bar is provided at the bottom of each page to indicate the percentage of the survey you have completed. The survey consists of the following sections:

**Section 1: Background & General Information**

**Section 2: Tasks**

**Section 3: Knowledge**

**Section 4: Skills**

**Section 5: Test Content Recommendations**

**Section 6: Comments**

Each time you click the "Next Page" button, your answers will be recorded and you will be transferred automatically to the next set of items. Upon completion of the entire survey, you will be asked to click a button marked "Submit Survey".

#### HOW TO EXIT AN INCOMPLETE SURVEY AND CONTINUE LATER

If you cannot finish the entire survey at one sitting, click the "Save" button. Once you have clicked "Save", the software will produce a unique URL (link) to access the survey containing your saved responses. Record this new link by copying and pasting it to a notepad or sending yourself an email to return to the survey at a later time. If you do not re-access the survey using the saved link, your responses will be lost and you will need to restart the survey from the beginning. You will NOT be able to access the questions from your previous session so be sure to answer all of the questions on the pages up to where you save.

#### SURVEY SCREEN RESOLUTION AND TEXT SIZE

This website is optimized to be viewed at 800 by 600 resolution or higher. If viewed at resolutions less than 800 by 600, the survey may exceed the size of your screen. If you need assistance with this issue, please let us know. If you would like to adjust the text size, click on VIEW on your browser's menu bar, then select TEXT SIZE. You will be able to select the text size you want (large; largest; etc.).

#### TECHNICAL ASSISTANCE

If you encounter any technical difficulties with completing the survey online or have questions regarding the survey content, you may contact us. Please be sure to identify the survey you are taking (CIDQ Practice Analysis Survey).

E-mail: [pnjsurvey@prometric.com](mailto:pnjsurvey@prometric.com) or Telephone: (609) 895-5234. Please leave a voice mail message. You will receive a response within 24 hours or less, Monday through Friday (except holidays).

(End of Page 1)

**SECTION 1: BACKGROUND AND GENERAL INFORMATION (Items 1 to 16)**

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The information that you provide in this section is completely confidential and will be used for research purposes only. Please answer the following questions by selecting the response that most closely describes you, your professional activities, or type in your answer as appropriate. All questions with an asterisk (\*) require a response.

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**\*1. Are you currently an active NCIDQ Certificate holder?**

Yes

No

Destination: Survey Submitted (Set in \*biq1 (No))

(End of Page 2)

**1a. For how long have you been an NCIDQ Certificate holder?**

5 years or less

6 to 10 years

11 to 15 years

16 to 20 years

21 to 25 years

More than 25 years

(End of Page 3)

**\*2. Are you currently working in interior design or a related field?**

Yes

No

Destination: Page 6 (Set in \*224 (Yes))

(End of Page 4)

**2a. Why are you currently not working in interior design or a related field?**

Retired

Unemployed

Leave

Working in another field, please specify \_\_\_\_\_

(End of Page 5)

**3. What is your current work situation?**

- Full-time
- Part-time
- Not currently employed

**4. How long have you been working in interior design?**

- 5 years or less
- 6 to 10 years
- 11 to 15 years
- 16 to 20 years
- 21 to 25 years
- More than 25 years

**5. How much of your work time is devoted to interior design (not including administrative/managerial tasks)?**

- Less than 26%
- Between 26% to 50%
- Between 51% to 75%
- More than 75%

**6. What is your primary area of Interior Design expertise?**

- Corporate/Office
- Education
- Government
- Healthcare
- Hospitality
- Institutional
- Residential
- Retail
- Other, please specify \_\_\_\_\_

**7. Aside from the primary area of expertise identified in Question 6, what other areas do you have expertise? (Select all that apply)**

- None
- Corporate/Office
- Education
- Government
- Healthcare
- Hospitality
- Institutional
- Residential
- Retail
- Other, please specify \_\_\_\_\_

**8. What is your primary job function?**

- Architect
- Design Manager
- Educator

- Facility Planner
- Interior Designer
- Manufacturer's Rep
- Occupancy Manager
- Principal
- Project Manager
- Sales
- Space Planner
- Technical/Drafter
- Technician
- Workplace Strategy
- Other, please specify \_\_\_\_\_

(End of Page 6)

9. Do you supervise/mentor entry-level interior designers?

- Yes
- No

10. How many interior designers (including yourself) are on staff at your primary place of employment?

- 1-2 designers
- 3-15 designers
- 16-25 designers
- More than 25 designers

11. How many total employees are on staff at your primary place of employment?

- 1-2 employees
- 3-20 employees
- 21-50 employees
- 51-100 employees
- More than 100 employees

12. In what state, province, or jurisdiction is your primary employment located?

- Alabama
- Alaska
- Alberta
- American Samoa
- Arizona
- Arkansas
- British Columbia
- California
- Colorado
- Connecticut
- Delaware
- D.C.
- Federated States of Micronesia
- Florida



- Georgia
- Guam
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Manitoba
- Mariana Islands
- Maryland
- Massachusetts
- Michigan
- Midway Islands
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- Newfoundland and Labrador
- New Brunswick
- New Hampshire
- New Jersey
- New Mexico
- New York
- Northwest Territories
- North Carolina
- North Dakota
- Nova Scotia
- Nunavut
- Ohio
- Oklahoma
- Ontario
- Oregon
- Pennsylvania
- Prince Edward Island
- Puerto Rico
- Quebec
- Rhode Island
- Saskatchewan
- South Carolina
- South Dakota
- Tennessee
- Texas

- U.S. Virgin Islands
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming
- International, please specify \_\_\_\_\_

**13. Which of the following best describes your highest educational achievement?**

- No degree
- Associate degree/2-year program
- Bachelors degree in Interior Design
- Bachelors degree in non-Interior Design field, please specify \_\_\_\_\_
- Masters degree in interior Design
- Masters degree in non-Interior Design field, please specify \_\_\_\_\_
- Doctorate in Interior Design
- Doctorate in non-Interior Design field, please specify \_\_\_\_\_

**14. What is your gender?**

- Female
- Male
- Decline to answer

**15. What is your race/ethnicity?**

- American Indian or Alaska Native - All persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community.
- Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, including, for example, Cambodia, China, Japan, Korea, India, Malaysia, Pakistan, Thailand and Vietnam.
- Black or African-American - A person having origins in any of the black racial groups of Africa.
- Hispanic or Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White (Non-Hispanic) - All persons having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- Decline to answer
- Other, please specify \_\_\_\_\_

**16. What is your age?**

- Under 25
- 25 - 34
- 35 - 44
- 45 - 54
- 55 - 64
- Over 64

(End of Page 7)

## SECTION 2: TASKS

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The purpose of this section is to rate the importance of the tasks for an Interior Designer.

Tasks describe the things that you do on the job. The purpose of the Practice Analysis is to validate (or refute) the importance of the tasks for the work performed by interior designers in today's practice. The tasks have been organized by the following domains (content areas). We realize that not every designer will encounter each task in the specific domain where they are placed.

### DOMAINS (CONTENT AREAS) COVERED

1. Pre-Design (7 Task Statements)
2. Programming (11 Task Statements)
3. Schematic Design (13 Task Statements)
4. Design Development (19 Task Statements)
5. Contract Documents (8 Task Statements)
6. Bidding/Tendering (7 Task Statements)
7. Contract Administration (9 Task Statements)
8. Project Conclusion (4 Task Statements)
9. Ancillary/Additional Services (17 Task Statements)

The rating scale you will use is:

(End of Page 8)

**T1A.**

**DOMAIN 1: PRE-DESIGN (7 Task Statements)**

How important is the task for an Interior Designer?

**Importance**

	<b>0 = Of no importance</b>	<b>1 = Of little importance</b>	<b>2 = Of moderate importance</b>	<b>3 = Important</b>	<b>4 = Very important</b>
<b>1. Assess client/project type to confirm that the project falls within the scope of practice for an interior designer</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Identify scope of project (e.g., timeline, work plan, budgets, feasibility, special requirements)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Identify stakeholders (key players)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. Select project design team (based on experience and qualifications)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Solicit proposals for collateral consultants</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Prepare proposal (e.g., scope, deliverables, fees, presentation)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Prepare contract(s)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Importance: How important is this task for an Interior Designer?
0 = Of no importance
1 = Of little importance
2 = Of moderate importance
3 = Important
4 = Very important

**CCT1.**

How well do the task statements in Domain 1 cover important aspects of Pre-Design?

- Very Poorly
- Poorly
- Adequately
- Well
- Very Well

10.

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What important task statements, if any, are not covered?

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(End of Page 9)