Program Review - Instructional Program Plan

Program Title: Interior Design and Architecture

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Executive Summary

Please summarize your program's strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees. (1000 word limit)

• The Cañada College Interior Design Program is successful at preparing students to enter the diverse areas of the Interior Design profession.
• Students are successful in their course work and are retained, and complete their degree and/or certificate requirements.
• The renewal of the Program's Accreditation Status by the National Kitchen Bath Association (NKBA) for the next seven years. Cañada students consistently win the NKBA Excellence Award and we are proud of their contribution to this prestigious honor. This Accreditation of the Kitchen & Bath Certificate Program is an important aspect and signature of the college, with graduates entering, gaining certifications, and being successful professionals. This needs to continue with support (i.e. additional release time) for the process for the 2014/2015 academic year.
• There is a continual need for updating instructional materials, equipment, and facilities to meet the ever-changing needs of the profession and adequately prepare students.
• There is the need for a full-time faculty replacement, with the retirement of Dr. Nancy Wolford in June 2013.
• Continue to update the department new identity, the website, and club facebook page for outreach and marketing of the program and the variety of offerings.
• Keep searching for possible partnership with local businesses to strength our certificates.

Program Context

1. Mission: Please identify how your program aligns with the college's mission by selecting the appropriate check box(es):

   ✓Career Technical   ☐Basic Skills   ☐Transfer   ☐Lifelong Learning

   If your program has a mission statement, include it here.

   The mission and vision of the Interior Design program is to:
   •   Provide up-to-date quality instruction in the interior design field
   •   Offer lower division course work leading to Certificates and/or Associate of Science Degree, and Transfer elective courses that enable students to transfer to the California State University system or other four year public or private institutions.

- Provide occupational education and training directed toward current industry standards and certifications for first time students, continuing students, returning students, as well as individuals who need to update their knowledge and skills for their own business and/or personal use.
- Reach out to and serve students from all ethnic, age, and economic groups that reflect the communities' rich cultural diversity.

2. Articulation: Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

While the Interior Design Program has focus primarily on career preparation, with the increasing number of students with no previous post secondary degree, more of these students are seeking to transfer to a 4-year program for the bachelor's degree. A goal of the program is to smoothe the preparation and articulation process for those students who do transfer, primarily with San Francisco State and San Jose State, where our students typically tend to go. Both of these programs, as with several other of the CSU Interior Design Programs, are impacted, which means this preparation is very critical, including the application and portfolio process. Whereas our students did not seek this as much before (most already had a bachelor's degree or higher), we have seen an increase in recent years. This should include the unbanking and updating of the Portfolio course that was a part of the program several years ago.

3. Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs should identify the dates of their advisory group meetings.

The decline and volatility in the housing and design market (along with the economy) since 2008 has had an effect on enrollment in the program as well as the entire college and appears to be recovering more slowly than anticipated. While one might think students would take the opportunity to return to school, they haven't been coming in the numbers expected (needing to work, instead at any job to earn needed income, the implementation of the fee payment requirement to attend, increase in per unit cost are additional factors). We believe it has leveled off and is beginning to pick up.

The greatest change is in the need for designers knowledgeable in the sustainable design area given the recently adopted green building codes, including lighting and energy efficiency requirements (California Title 24) as well as greater demand for it by the public. Another changing need is for designers with the knowledge and skills in the area of kitchen and bath design, i.e. a certified kitchen and/or bath designer. As we have seen with the recent economic downturn, consumers are requesting remodeling assistance with their current home, primarily with the kitchen and bath, rather than doing the entire house or other spaces in the home. They want efficiency as well as good design and aesthetics.

The other changing need and increased demand for designers is in the design for the rapidly growing aging population who wants to age in place and adapt their homes to meet them. According to the US Bureau of Labor Statistics, "Employment of interior designers is projected to grow 13 percent

from 2012 to 2022, about as fast as the average for all occupations. Designers will be needed to re-spond to consumer expectations that the interiors of homes and offices meet certain conditions, such as being environmentally friendly and more easily accessible." http://www.bls.gov/ooh/arts-and-de-sign/interior-designers.htm#tab-6

Related to technological changes, the industry has been addressing the need for more digital media instruction in the architectural and design areas such as Sketch-up Pro and 20-20 Design software for cabinetry design for kitchen and bath. As a result, the Interior Design Program is adding two new courses that reflects the industry demand. Also, in addition to AutoCAD for projects, the preparation of digital portfolios has been included. However, in spite of that, there are employers, clients, and customers (high end especially) who still highly value and often require hand drafting and quick sketching skills.

The INTD advisory committee and faculty members meet every semester (March 19th, 2015 is the next scheduled meeting) to analyze and discuss the current and future situation of our program. In the last meeting that took place November, 2014, we agreed to consolidate and streamline the coursework required for the completion of the Certificate of Achievements in the Interior Design Program that reflects the changes in the job market.

Looking Back

4. Curricular Changes: List any significant changes that have occurred in your program's curricular of-ferings, scheduling, or mode of delivery. Explain the rationale for these changes.

All architecture and interior design course outlines are in the process of been revised. Significant changes were made for courses and the degree and certificates were reviewed in fall 2014 with the approval of the Curriculum Committee. The review process will continue in 2014-2015 academic year following the curriculum schedule for any necessary updates and/or revisions.

The ideal cycle would be to offer each of the core courses and those common to most (3 or more) certificates each semester (fall and spring), and those common to 1 or 2 certificates/degree, once a year. The current class cancellation policy has impaired this ideal cycle as INTD/ARCH course offerings each semester have been reduced since 2008. A few of core courses are being offered anywhere from every to 3 out of 4 regular semesters. Some of the more advanced/capstone courses once every 4 semesters in order to somewhat insure healthy, desired enrollments. This makes it challenging for students, often taking longer to complete a certificate or degree because courses are not offered as frequently. With prerequisite requirements now being enforced, this makes this reduced offerings and planning ones program more challenging than in the past.

The Advisory Committee and faculty members met and agreed to consolidate and streamline the coursework for the completion of the Certificate of Achievements. Effective fall 2015, we will have three active certificates instead of five certificates. Those are: Interior Design Certificate of Achievement, including the AS Degree in Interior Design; the Home Staging Certificate of Achievement; and the Kitchen and Bath Certificate of Achievement.

Changes:

Interior Design Certificate of Achievement, AS Degree in Interior Design

1. Complete Core Courses, 38.5 units.
2. Choose a minimum of 3 units from selective courses for a total of 41.5 units for Certificate completion.
3. Complete required General Education coursework and electives as needed to meet the minimum 60 units required for the Associate degree.

Home Staging Certificate of Achievements: no changes, total units to complete: 24

Kitchen and Bath Certificate of Achievement (Accredited by NKBA); old version had 55.5 units.

1. Complete Core Courses, 36.5 units.
2. Choose a minimum of 6 units from selective courses for a total of 42.5 units for Certificate completion.

The goal of this action is to improve efficiency of the program with better options for our students. Completion of certificates will be possible in two years due to reduction of numbers of units. This will depend on class offering.

5. Progress Report: Provide your responses to all recommendations received on your last program review and report on progress made on previous action plans and toward your strategic goals.
   Link: 2013-2014 Program Plan and Feedback forms

   The Interior Design Program had its Comprehensive Program Review (CPR) in May 2013. The recommendations from the 4/20/2014 Annual Program Plan Feedback form (http://canadacollege.edu/programreview/1214/INTD_PRFeedback_2014.pdf), were reviewed and addressed as necessary. The following are the items analyzed:

   • There is ample analysis of program data. PLO assessment plan current. PLO assessments through portfolios has been implemented- further assessment necessary to create action plan.

6. Impact of resource allocations: Describe the impact to-date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program and measures of student success.

   There is a hiring plan in place for another full-time faculty member for the program which is crucial to maintain the current high quality as well as grow; one full time faculty member cannot do this alone, given the changes that have occurred with the profession and thus the curriculum the past seven years. There are two major thrusts to this program, the traditional, but still vital and important Interior Design and Kitchen and Bath programs, the core of the program. One person cannot teach their load of classes and manage both of these areas, in addition to the multitude of other tasks –

department scheduling, curriculum development, faculty hiring and evaluation, student mentoring, professional networking, NKBA Accreditation process, to name but a few. The part-time faculty load is anticipated to be somewhat high– these positions fill specific complementary niche needs which the full time faculty may not have for the diversity of the department offerings – this best serves the students. As needs arise, which are unpredictable (including possible expansion of course offerings), adjunct positions that are needed or become vacant can generally be filled.

There is a need for a part-time instructional aide or student assistant to assist with selected studio supervision (i.e. ARCH 110 – Interior Architectural Drafting, INTD 128 and 129 – Presentation Techniques I and II, INTD 360 – Computer Applications for Interior Designers, specifically), department maintenance tasks such as the resource library, displays, equipment, assistance with recruitment of students, and other appropriate administrative tasks (i.e. inputting and maintaining SLOs and PLOs on TracDAT), all of which are currently being done by the program coordinator (hit and miss, delayed, or not done at all) in addition to those current administrative tasks and teaching 4 or 5 different courses each semester.

The need for an assistant is critical, as these program maintenance tasks are taking away from instruction time and assisting students, curriculum development, active participation on college committees, networking with design businesses and professionals in the community, etc. It is impossible to keep track of the amount of time the current program coordinator and full-time faculty spend (and have spent) doing these activities, but can estimate at least 3 – 4 hours per day, and an additional 4 – 5 hours (or more) on Fridays. It is not unusual to be doing these types of activities routinely on weekends, during all breaks (spring, summer, and winter vacations). The full time faculty meet with students during these times on a regular basis, keep up on email and phone call inquiries and requests year-round, cull old resource materials, update curriculum, follow up with part-time faculty, complete reports such as this to name a few of the activities.

The current furniture for drafting in 13-13 is wearing out. The drafting chairs are over 12 years old and no longer easily adjustable, not to mention many are stained. The drafting tables and Borco covers are at least 9 – 10 years old, are dirty, and were not meant to withstand the heavy use of a classroom setting – screws that hold the tops at a slant are stripped, the Borco covers are dirty and slipping down. This is a major expense, but necessary for the multiple classes that require their use for instruction. The size of the tops is good (smaller would not work), and 30 of that size is the maximum that the current classroom can accommodate and maintain adequate clearances.

The furniture (tables and chairs) in the other classroom, 13-17, was new in 2004 when the building was given a facelift and seems to be holding up well. There is seating for 43 students and 1 instructor, which has worked well over the years.

Keeping Interior Design equipment and resources up to date is a challenge. Because interior design is visual and ever changing, up-to-date visuals and facilities are essential to successfully teaching course material and prepare students for their success in the field. The students expect it, not realizing the expense that is involved (as well as faculty time).

The department facilities, while have had some cosmetic changes in the last 8 years, are in dire need

of updating. Things such as more electrical outlets that do not require trailing cords, given the increase use of laptop computers and tablets for notetaking and class-related projects, 'fresh' materials, such as new laminate countertops, sufficient storage facilities for part-time faculty use, updated visuals and presentation equipment are essential to teaching and preparing students for the work world.

Since the requested resources have not been allocated we are impacted by these needs

Current State of the Program
Data packets link http://www.canadacollege.edu/programreview/datapackets1314.php

7. Connection & Entry:
    A. Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and specific tables from the data packets.

    The data from table Productivity by Courses by Semesters reflects slight decrease in FTES and fill rates (25.46 and 52% spring 2014) with three courses cancelled. The data corresponding to the Interior Architectural Drafting, ARCH 110, has not been included anywhere in the packet.

    The combining of the data packets for ARCH and INTD into one set is essential. There are typically no more than 2 sections of the single class, ARCH 110, in the Architecture listing, and this is an integral part of the Interior Design program, with most of the students who are enrolled being Interior Design majors. It would give a truer picture of the entire department, its enrollment, statistics, and trends, and assist greatly in the preparation of this document.

    One significant issue in this analysis is the fact that the maximum enrollment for most of our courses is set between 30 and 35 students. For a CTE program offering specialized courses it is unreasonable to expect sections filled to that level. That is why we strongly recommend the revision of the class size maxima.

    In spite of the data shown on the table, our program has a relative high retention and certificate completion rate.

    B. Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends?

    Steps that have been taken to improve the above data:
    1. Recommending the revision of the class size maxima.
    2. Consolidate and streamline the coursework for the completion of the Certificate of Achievements. Effective fall 2015, we will have three active certificates instead of five certificates with significant reduction in the numbers of units.

3. Developed and implemented a new identity for our program created by our students with full support of the Interior Design Student Club.

4. Working with San Francisco State University to establish new articulation path to better serve our students.

8. Progress & Completion:
   A. Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, and enrollment status, day/evening. Cite quantitative data and specific tables from the data packets.

   According to the Retention and Success by Ethnicity table there is no significant difference in student success and retention with regard to ethnicity. The students enrolled in the program are 88% female. Females show a slight advantage in success rate according to the Retention and Success by Gender table. Analizing the data shown on the Retention and Success by Age table there is no significant difference in retention and success among the different age groups. There is no significant difference when analizing the retention rate shown on the Retention and Success by Enrollment Status table. The table of Retention and Success by Day or Evening shows the same percentage level for both day and evening time.

   Overall we can conclude that the retention level for the Interior Design Program is satisfactory.

   B. Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.

   Not applicable

   C. Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends?

   At this time there are not significant changes needed to improve the performance of our program. We will continue working with our students, faculty, Advisory Committee, and the professional community to ensure the best outcome.

9. SLO Assessment:
   https://smccd.sharepoint.com/sites/can/CANSLOAC/default.aspx

   A. Are all course SLOs being systematically assessed at least once/4 years? Describe the coordination of SLO assessment across sections and over time.

   Course SLOs have been systematically assessed at least once/4 years. Depending on the individual courses, the assessment tool varies, so measuring quality and success can be difficult. Most interior design and architecture courses are project based, a culmination of the skills

learned and then applied in a project in a particular class. These projects then make up the student's portfolio which at the completion of a certificate or degree, show the proficiency in the skills and concepts learned, which should then enable students to gain employment (should they seek it) in the field or transfer to a 4-year institution to complete the bachelor's degree in Interior Design. Likewise, with five different certificates (three starting fall 2015), each with their own course requirements, it is difficult to measure the quality and success, except by the number who complete the required courses as well as each of them each year.

B. Summarize the dialogue that has resulted from these assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples.

There were no major recommendations from the previous SLOs assessment cycle so no dialogue has resulted from the assessment.

10. PLO Assessment:
   PLO Assessment link https://smccd.sharepoint.com/sites/can/prie/_layouts/15/start.aspx#/

A. Describe your program's Program Learning Outcomes assessment plans and results of direct and indirect assessments.

It is difficult at this point to summarize the assessment results for the Program Learning Outcomes. There are probably two measures of success, the ability of students to obtain employment (a figure that is very difficult, if not impossible to obtain as it would be self reported by students), the number who are accepted and transfer to a 4 year program (again a number that is difficult to obtain, relying on self-reporting), as well as the number of students completing the AS degree and various certificate programs offered. The Interior Design Program has one of the highest number of completions consistently in the college.

There are other data in which the Interior Design/Architecture program performance can be assessed. This falls into five categories: student performance in external regional and national student design competitions (data below), recent graduate performance in professional design competitions (some examples are also below), transfer and successful attainment of a Bachelor's degree (no data available), attainment of certification or other licensure status by graduates such as those from the National Kitchen and Bath Association (AKBD, CKD, CBD), Certified Interior Design (CID) in California, NCIDQ (National Council for Interior Design Qualification), CGBP (Certified Green Building Professional), to name a few, and successful employment as a designer. Once a student graduates, it is again, difficult to track all but the first of these data except by self-reporting and anecdotal information. So we are currently finding this information out is by chance at best, so it is not posted.

Student Design Competition Award Recognition, by year, 2001 – 2014
Cañada College Interior Design Program
(Sources: competition sponsor, organization press releases)

Sponsoring organization/event	Year	No. of Recipients
NKBA Student Kitchen Design Competition (national)	2001	1
San Francisco Student Career Forum Design Competitions	2001	1
San Francisco Student Career Forum Design Competitions	2002	4
San Francisco Student Career Forum Design Competitions	2003	3
San Francisco Student Career Forum Design Competitions	2004	2
San Francisco Student Career Forum Design Competitions	2005	7
San Francisco Student Career Forum Design Competitions	2006	6
CA Peninsula Chapter ASID Design Awards	2006	1 team, 5 students
San Francisco Student Career Forum Design Competitions	2007	2
CA Peninsula Chapter ASID Design Awards	2007	2
IIDA National Student Sustainable Design Competition	2007	1
San Francisco Student Career Forum Design Competitions	2008	2
CA Peninsula Chapter ASID Design Awards	2008	2
San Francisco Student Career Forum Design Competitions	2009	5
CA Peninsula Chapter ASID Design Awards	2009	1 team, 7 students
NKBA/GE Kitchen Charette (national competition)	2010	2
San Francisco Student Career Forum Design Competitions	2010	9
San Francisco Student Career Forum Design Competitions	2011	4
NKBA/GE Kitchen Charette (national competition)	2012	1
NKBA Student Kitchen Design Competition (nat. comp.)	2012	1
San Francisco Student Career Forum Design Competitions	2012	1
San Francisco Student Career Forum Design Competitions	2013	3

Professional Design competition winners – a selected sample of recent graduates (since 2006) (Source: self-reporting and professional publications):

• Debra Winston (2010 graduate)
o 1 placement in kitchen, Silicon Valley NARI (2013)
• Jamieson Simpson, CKD, CGBP (2009 graduate)
o 1 placement in kitchen, No.CA chapter NKBA (2010),
o 3 placements in kitchen and bath, No.CA Chapter NKBA (2011),

o   2 placements in kitchen and bath, Silicon Valley NARI (2010),

o   1 placement in bath, No.CA Chapter NKBA (2012),

o   2 placements in kitchen and bath, Silicon Valley NARI (2011),

o   1 placement in medium kitchen, No.CA Chapter NKBA (2013),

•   Shari Steele, AKBD, CID (2008 graduate)

o   3 placements in kitchen and bath, No.CA Chapter NKBA (2012)

•   Elizabeth Springs, CKD, CBD, CID, CAPS, CGBP (2007 graduate):

o   1 placement in entire house design, Silicon Valley NARI (2013)

•   Carol Swansen, CKD (2007 graduate)

o   3 placements in kitchen, No.CA Chapter NKBA (2011)

•   Yukari Haitani, CKD, CBD, CID (2006 graduate)

o   1 placement in bath, No.CA Chapter NKBA (2010)

•   Julie Mifsud (2004 graduate)

o   1 placement in kitchen, No.CA Chapter NKBA (2013),

o   1 placement in residential interior design, Jonathan Charles Fine Furniture Interior Design Competition (2012)

Other:

•   Denny Holland (2008 graduate and current INTD faculty member):

o   2012 Faculty Advisor of the Year, ASID Student Chapter (National Award)

B. Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

There have not been any major suggestions of improvements in the PLO assessements. We will continue collaborating with other CTE programs sharing the same PLOs to exchange experiences and ideas to better assess the program outcomes.

Looking Ahead

11. Strategic goal & action plans:

How will you address the opportunities for improvement that you identified above in Articulation, Community & Labor Needs, Connection & Entry, Progress & Completion and PLO Assessment? Identify timelines for implementation, responsible party, and resource requirements.

Action Plan	Timeline	Responsible party	Resources required
Review the articulation status with SFSU	End of Academic Year based on certificate changes	Elsa Torres	Interior Design Program Coordinator, Dean of Consumer and Family Studies at SFSU
Review the articulation process with SJSU	End of Academic Year	Elsa Torres	Interior Design Program

			Coordinator, Design Department Chair
Keep working with the Advisory Committee to enhance the program	Year-round	Elsa Torres	Faculty members, Advisory Committee
Work with the design community to build new partnership	Year-round	Elsa Torres	Faculty members, Advisory Committee
Plan fundraising events to support our program	Year-round	Elsa Torres	Faculty members, Advisory Committee, ASID student club
Continue funding for NKBA Accreditation	Each year, $1,110	Division Dean	Division Dean
Combine the data packets for ARCH and INTD into one	Next revision cycle	Dean of Planning, Research and Institutional Effectiveness	Dean of Planning, Research and Institutional Effectiveness
Revision of the class size maxima.	Before spring 2015 semester ends	VPI, Business/Design/Workforce Dean, Academic Senate, AFT, discipline faculty	Discipline Faculty, faculty members
Implement the new identity for our program	Before spring 2015 semester ends	Elsa Torres, interior design student club, PR Director Cañada College	PR Director Cañada College; Administration
Continue working with our students, faculty, Advisory Committee, and the professional community to ensure the best outcome for our program	Year-round	Elsa Torres, faculty members, Division Dean	Elsa Torres, faculty members, Division Dean
Continue collaborating with other CTE programs, sharing the same PLOs, to exchange experiences and ideas to better assess	Flex Day/Beginning of Academic Year	Elsa Torres	CTE program coordinators sharing the same PLOs.

the program outcomes.			

Complete the Resource Request form to request instructional equipment, IT equipment, facilities, professional development, research, or funding (if needed) and submit with this form to your Division Dean.
Link to resource request form http://www.canadacollege.edu/programreview/instruction-forms.php