



The Interior Design Program  
At Cañada College

# Interior Design / Architecture Program

Comprehensive Program Review

Highlights - IPC

March 21, 2025

# Overview

- A Brief History of The Interior Design Program at Cañada College.
  - The Program Today
  - Comprehensive Program Review Highlights
- Our Students
  - The Path to Becoming an Interior Designer
  - Community Projects

Interior Design at Cañada College:  
Celebrating 52 years of Community Service.

# Interior Design Program since 1973

INTERIOR DESIGN PROGRAM...Cañada College...1973-74

Cañada is introducing a program in expanded skill-training for students interested in careers in Interior Design & Homefurnishings Merchandising (&/or Display). This program is designed to lead to an A.A. degree of 60 units, or a certificate of 45 units, or as a transfer base to a four year A.B. degree.

Under a core course of four subjects (one a semester) in Interior design, the various subjects already available in Cañada's regular curriculum, are being brought into focus and coordinated into preparation for a professional interior design career.

These subjects are drawn from three major departments: FINE ARTS (color, design, drawing), BUSINESS (merchandising, salesmanship, business practices) & HOME ECONOMICS (consumer education, textiles, history of interiors); plus the state-required academic courses.

In this combination of design & business subjects Cañada's program is unique, at this time. What you would have to shop for in several different schools, Cañada can offer within the same program.

At this time, when the two national organizations of the Interior Design Profession (A.I.D. & N.S.I.D.) are pushing for fixed educational standards & licensing of their profession, Cañada is offering you a singular opportunity in career education.

YOU are... invited to an...

• interior design show

FRIDAY..SATURDAY..SUNDAY..  
January 25,26,27. 1 to 5 p.m.  
Room 221 Bldg. 18..

CAÑADA COLLEGE  
Archives  
Programs

fall semester work from  
INTERIOR DESIGN CLASSES

SPACE-PLANNING  
• 3 dimensional room models

FLOOR PLANS  
• drawings for blue-prints

COLOR & SAMPLE SCHEMES  
general scheme-out of materials  
fabrics  
furniture



Dr. Genevieve Cory

# The Program Today

# INTD Certificates, AS Degree, and Courses

Three Certificates of Achievement & the AS Degree:

- **Interior Design Certificate, 41 units**
  - **AS Degree, Interior Design, 61 units**
- **Kitchen & Bath Design Certificate**, affiliated with NKBA (National Kitchen & Bath Association) – first community college in the country to be accredited since 1988.
- **Home Staging Certificate, 24 units** – first in Northern California.
- **Total of 21 courses**



# Creativity that works

Canada College  
interior design  
program gets  
new recognition

*Times Tribune staff photo by Debora Goodier*

Dr. Genevieve Cory (at right, center) now serves as coordinator of the Canada College interior design program which she started 16 years ago. With her is Michelle Sampson, an interior design student employed at Design Resource in Redwood City, and Stanley Macey, head of kitchen and bath design at the school.



Dr. Cory (at right, center), Stanley Macey, and Michelle Sampson, interior design student.



# Kitchen and Bath Design Certificate since 1988.

TIMES TRIBUNE

## Home / Garden / Living

Friday, January 31, 1986—D-1

### Department of the interior

#### Canada's program rates high

By Jane Ayres  
Special to the Times Tribune

There's an open secret bubbling away at Canada College. The "underground" information is that the interior design department there is top-notch.

The two-year program at the Redwood City campus of the San Mateo Community College district attracts students who commute from as far away as Redding, Mendocino, Modesto, Turlock, Sonoma, Santa Cruz, Marin County and San Francisco.

All over the Peninsula, there are interior designers who received their basic training at Canada College.

The accent is on effectiveness at this program. Graduates of Canada's interior design program get jobs. Some of them are placed before they finish the program.

The main reason for this success story is the energetic personality of Dr. Genevieve Cory, who founded the program 14 years ago.

Cory had been working in the field of interior design for 25 years when she saw the need for a good program at the community college level.

In 1972, when Canada College itself was barely 4 years old, Cory got the interior design program off the ground. Her knowledge of who to hire for what purpose is still the basis of the department's success.

There are 14 instructors and more than 400 students now in the design department at Canada. Students cover the spectrum from "housewife decorators" to professionals being coached for tests.

"Often we will have someone taking just one course because they



Times Tribune photo by Tim Holt

Elaine Whisman (right), a student in the Kitchen and Bath Certificate program of Canada College, studies a plan for a kitchen remodeling project with Dr. Genevieve Cory, head of Canada College's interior design program.

are remodeling their home," Cory said. "Or a contractor might decide he wants to know more about color. We have many people who are interested in a single subject."

For students who take the full two-year certification course, there are three possible certificates from Canada College's Design Program: Kitchen and Bath, Residential Design and Commercial Design.

The Kitchen and Bath Certificate program began in 1982 when 82 students signed up.

"We had expected 35 to 40," said Stan Macey, the chief of this program. Macey had retired from Kitchen and Bath Associates in Palo Alto when Cory lured him to Canada to staff the new program.

"With new construction on the downsling, people are turning more and more to remodeling as a way to improve their houses," Macey said. "There is a demand for talented designers in this field."

Macey not only teaches students

everything there is to know about kitchen and bath products but also puts emphasis on marketing and sales.

Canada's Commercial Design Certificate is a new program which gives courses in designing multiple facilities and hotels. Margaret Herndon, formerly with Skidmore, Owings and Merrill, and Hub McDaniel, architectural space planner with more than 30 years' experience, are the instructors for this program.

"The need for hotel design far exceeds the current supply," Cory said. "Central coastal California is greatly underbuilt when it comes to hotels. This is an expanding field that will grow for some time."

Such informed statements are the usual thing from Cory. She knows the interior design field from every angle.

"Do you know that an interior designer can save you money?"

Please see CANADA, D-2

#### Classes to begin Monday

As Canada College begins its spring schedule of interior design classes Monday, it will have some unusual features:

- Nearly 75 per cent of the students in the design program are between 30 and 45 years old.

- One-half of the students in the design program at Canada are already taking clients.

- Instructors are all specialists in the areas they teach.

- Course times are stacked in three-hour increments so students can commute more easily or work in internships. Every student must serve as an intern in a professional setting before finishing the program.

There is a very active student American Society of Interior Designers (ASID) chapter at Canada, the largest in the United States with 90 to 110 members.

Registration for 6.5 units or less can be made by telephoning (415) 365-1515.

For further information contact Canada College, 4200 Farm Hill Blvd., Redwood City 94061.

Telephone: (415) 364-1212.

— Jane Ayres



The Interior Design Program  
At Cañada College





Effective Fall 2023

# Certifications | Degrees

Dept.	Course #	Course Name	Units					Prerequisite	Typically Offered
				Interior Design Certificate	Associate in Science Degree, Interior Design	Kitchen & Bath Certificate	Home Staging Certificate		
ARCH	110	Interior Architectural Drafting	3	R	R	R	R	N/A	F & S
INTD	115	Introduction to Interior Design	3	R	R	R	R	N/A	F & S
INTD	126	Critical Thinking for Interior Designers	3	E	E	-	-	N/A	S
INTD	128	Presentation Techniques	3	R	R	R	-	ARCH 110	F & S
INTD	148	Color & Design	3	R	R	R	R	INTD 115	F & S
INTD	150	History of Interiors I	3	R	R	E	-	N/A	F
INTD	151	History of Interiors II	3	R	R	E	-	INTD 150	S
INTD	175	Space Planning & Design	3	R	R	R	R	ARCH 110, INTD 115	F & S
INTD	250	Professional Practice for Interior Designers	3	R	R	R	R	INTD 115	F & S
INTD	260	Overview of Lighting Design	3	R	R	E	R	ARCH 110	S
INTD	272	Kitchen and Bath Design	3	E	E	R	-	ARCH110, INTD 175, INTD 360 or 361	F
INTD	276	Advanced Kitchen and Bath Design	2	-	-	R	-	INTD 272, INTD 360	S
INTD	300	Studio 1: Home Staging	2	-	-	-	R	INTD 175	F
INTD	301	Portfolio Development	1	R	R	R	R	INTD 128, INTD 175, INTD 360* or 361*	F
INTD	357	Kitchen & Bath Systems	3	-	-	R	-	ARCH 110	F
INTD	360	CAD Applications for Interior Designers *	3	R	R	R	-	ARCH 110	S & Su
INTD	361	Chief Architect for Interior Designers *	3	R	R	R	-	ARCH 110	F
INTD	367	3D Modeling SketchUp for Interior Designers	3	E	E	E	-	ARCH 110	S
INTD	400	Principles of Sustainable Design	3	R	R	-	-	N/A	F
INTD	450	Materials & Finishes	3	R	R	R	R	N/A	F & S
INTD	672	Cooperative Education: Internship	3	-	-	R	-	N/A	F & S
INTD	672	Cooperative Education: Internship*	1	R	R	-	-	N/A	F & S
* = If the internship relates to kitchen or bath, the unit counts towards the Kitchen and Bath internship requirements				Interior Design Units Required	38	38	36	24	F = Fall S = Spring Su = Summer
* = Students may choose either option, only one is required				Interior Design Elective Units Required	3	3	6	0	
				General Education Requirements	0	20	0	0	
				Total Units Required	41	61	42	24	

Review the Cañada College annual catalog for specifics (2022-2023).

Talk to a counselor to discuss the best course sequence. | <http://www.canadacollege.edu/counselingcenter/> | Book a counseling appointment: (650) 306-3452

Faculty Contact: Professor Torres | [torreselsa@smccd.edu](mailto:torreselsa@smccd.edu) | (650) 306-3320

Rev: 02/2023

Learn more at [canadacollege.edu/interiordesign](http://canadacollege.edu/interiordesign)

# Comprehensive Program Review Highlights



The Interior Design Program  
At Cañada College

# CPR INTD: Highlights

- One full-time Interior Design faculty since Fall 2013 (Dr. Nancy Wolford retired in June 2013).
- Eight part-time faculty members with diverse and complimentary areas of expertise & experience.
- Active Student Club, Advisory Committee, and Volunteers.
- Regional & statewide recognition as an outstanding Interior Design Program, copied by many.



# CPR INTD: Enrollment

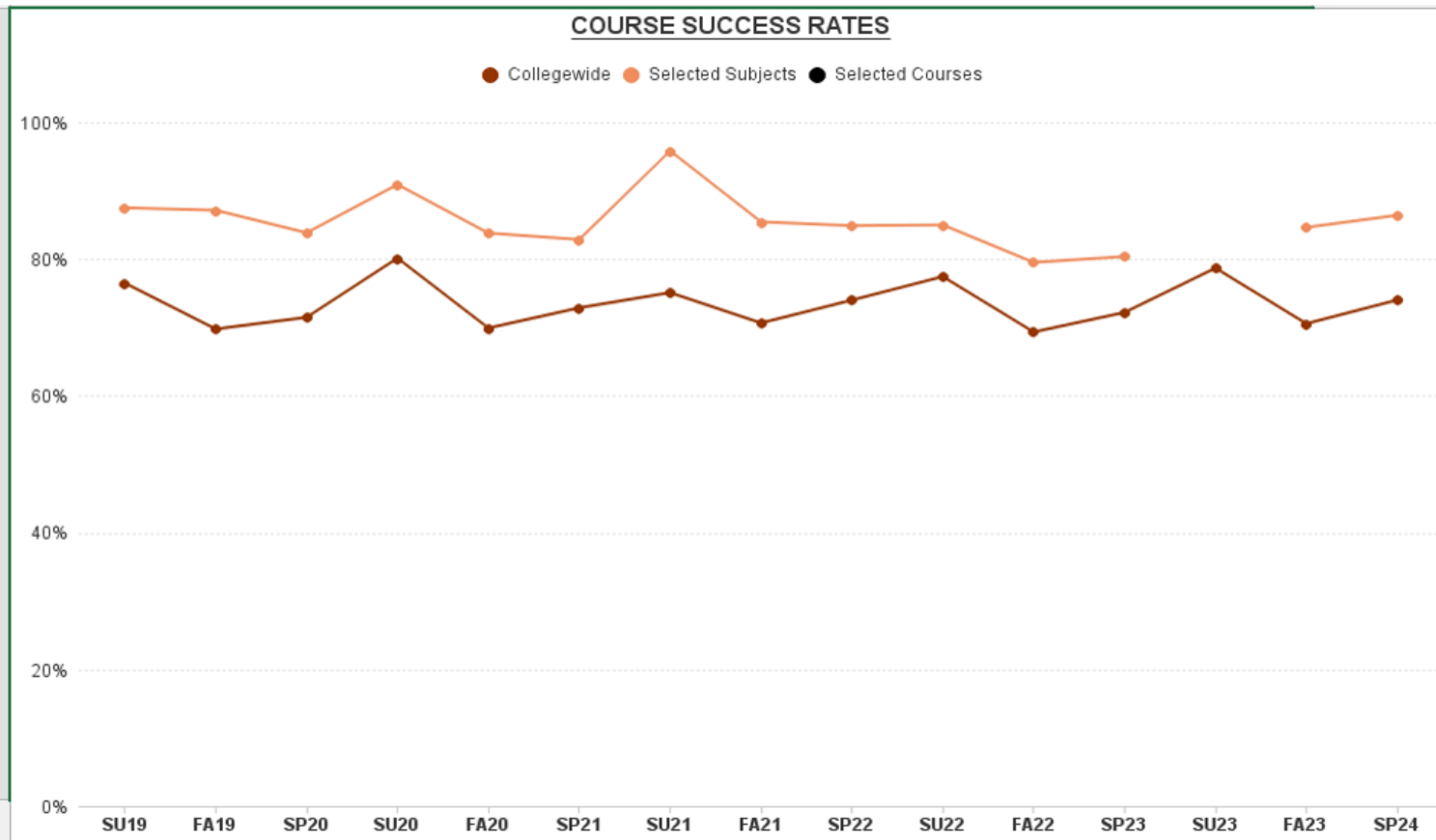
- Between 2019-2020 and 2022-2023 overall enrollments increased from 657 to 946.
- There was a significant decline in face-to-face in 2022-2023 which dipped down to 68%. It then rose back to its normal range in 2023-2024.
  - Headcount has remained flat overall.
  - We want to highlight that our program has a high retention and certificate completion rate.



## 2019-2020 to 2023-2024

Success Rate by Course	SU19	FA19	SP20	SU20	FA20	SP21	SU21	FA21	SP22	SU22	FA22	SP23	FA23	SP24	Total Success Rate	Total Withdraw Rate
INTD-115		82%	67%		86%	82%		77%	78%		60%	64%	79%	82%	76%	14%
INTD-126			78%			81%			59%	63%		73%		74%	72%	15%
INTD-128		80%	73%		71%	88%		97%	86%		73%	86%	77%	79%	83%	11%
INTD-148		92%	95%		89%	82%		90%	89%		76%	88%	100%	100%	89%	9%
INTD-150		89%			97%			92%			98%		100%		95%	4%
INTD-151			97%			96%			100%			97%		90%	96%	2%
INTD-175		91%	95%		61%	76%		91%	90%		71%	88%	92%	83%	84%	13%
INTD-250			83%			93%			81%		59%	75%		96%	82%	13%
INTD-260			92%			80%				95%		88%	63%	83%	86%	9%
INTD-272		85%			81%			80%			84%		78%		81%	15%
INTD-276			88%			74%			81%			100%		94%	87%	7%
INTD-300		73%						90%			95%		100%		88%	12%
INTD-301											62%		82%		71%	29%
INTD-357		90%			86%			85%			92%		88%		88%	9%
INTD-360	88%		81%	91%		82%	96%		87%			78%		83%	86%	13%
INTD-361		94%			80%			77%			89%		83%		85%	12%
INTD-367						90%			84%			55%		89%	79%	18%
INTD-400		90%			94%			85%			91%		95%		91%	8%
INTD-450		86%	96%		77%	81%		86%	79%		83%	82%	83%	83%	84%	8%
INTD-672		83%	71%		80%	63%		74%	90%		75%	85%	70%	85%	79%	16%
INTD-695		*			*	*			*						100%	0%

# Course Success Rates



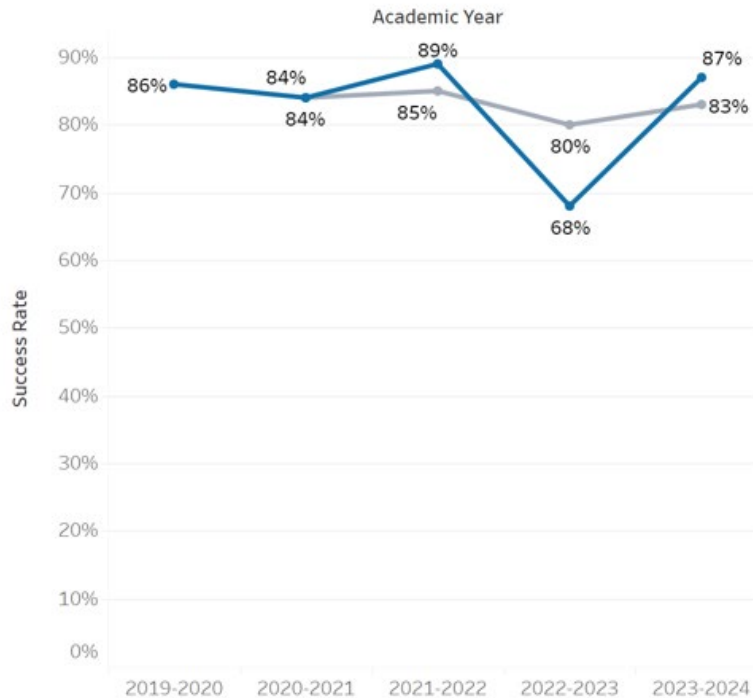
*Collegewide: Includes all credit enrollments at Cañada College, regardless of course, division, department, or location.*

*Selected Subjects: INTD.*

*Selected Courses: None Selected.*

# Success Rate Modality

Success Rate Modality



\* NOTE: All metrics for subpopulations with fewer than 10 students are suppressed.  
5/26/2024 9:23:52 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

- Face to Face
- Synchronous

The success rate for face-to-face classes in Interior Design has remained relatively flat overall ranging from 89%-84%.

However, there was a significant decline in face-to-face success in 2022-2023 which dipped down to 68%. It then rose back to its normal range in 2023-2024.

Synchronous classes declined slightly over time going from 84% in 2020-2021 to 80% in 2023-2024.





# Degree and Certificate Earners

- In 2023-2024 academic year 33 students graduated:
  - 15 received the AS Degree in Interior Design
  - 10 received the Interior Design Certificate
  - 11 the Kitchen and Bath Certificate
  - and 10 the Home Staging Certificate





CIP Code	Top Programs	Completions (2023)
50.0408	Interior Design	199 
50.0499	Design and Applied Arts, Other	162 

Top Schools	Completions (2023)
San Jose State University	178 
Canada College	61 
San Francisco State University	52 
West Valley College	44 
California College of the Arts	11 
Las Positas College	8 
Chabot College	7 

# Student Equity

- According to the Equity and Disproportionate Impact dashboard and enrollment data there are three student subgroups underrepresented in the Interior Design Program:
  - Male
  - Students aged 18-22
  - Less than part-time.
- 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.
  - Analyzing 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 including for Age 18-22 with 70%.
    - This represents an improvement compared to previous semesters.

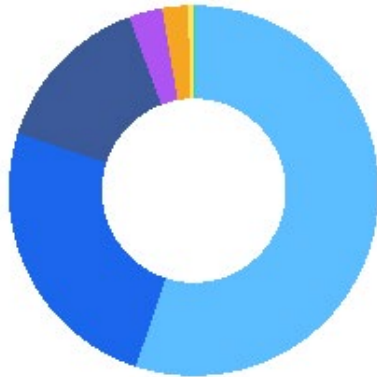


# Student Equity

- The Count and Success by Race-Ethnicity table shows African American students success rate lower than any other race and ethnicity in some subjects, for example, INTD 115.
- Asian, Hispanic, and White show some differences among themselves but higher success rate when compared with African American.
- The number of Black students has been low throughout years, never being above five total per courses.
- The data also shows Black students taking fewer classes per subject than other races.
  - For example, out of 19 subjects, 10 do not show percentage of success rate, meaning students did not take those classes.
  - The number of white students registered per class surpasses those of Hispanic, Asian, and Filipino:
    - with White at 38%
    - Latinos at 32%
    - Asians at 14%
    - African American and Filipino at 2% or less

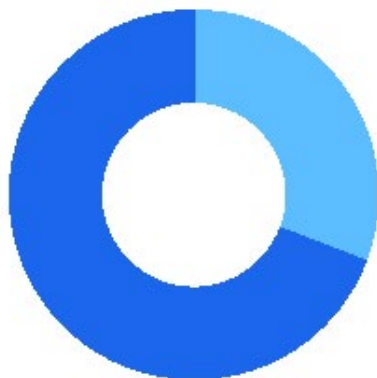


## Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	55.0%	1,154
Asian	24.9%	523
Hispanic or Latino	14.3%	300
Two or More Races	2.9%	62
Black or African American	2.2%	47
Native Hawaiian or Other Pacific Islander	0.4%	9
American Indian or Alaska Native	0.1%	3

## Occupation Gender Breakdown



	% of Jobs	Jobs
Males	30.7%	644
Females	69.3%	1,453

# Planning for our Program

1. Revision of the class size maximum.
  1. Keep working with the Division Dean to ensure that the classrooms' capacity is followed in the newly redesigned building, taking into consideration that the program offers specialized courses where enrollment can be between 10 and 15 students.
  2. Consolidate and streamline the coursework for the completion of the Certificate of Achievements.
    1. We will achieve this with the two-year review cycle and with feedback from members of the Advisory Committee if necessary.
2. Keep working and collaborating with the Marketing Department to promote our program. Having a new Director of the Workforce will help with this endeavor.
3. Community outreach to attract high school students including African American.
  1. Collaborate with Umoja program and with Black students' club.
  2. We are working with the Interior Design Students Club to communicate with other clubs on campus.
4. We are in partnership with Aragon High School for Dual Enrollment.
5. Working with San Francisco State University, San Jose State University and CCA – California College of the Arts to establish new articulation paths to better serve our students.



# Looking Ahead: Program Requesting Resources

- Requesting a classroom to be used as a lab for our students to put into practice what they have learned in class.
- We need a space on campus to be used by our students as a lab.
  - The lack of hands-on experience is limiting students in getting internships or part-time jobs because employers prefer professionals with ready-to-go skills.
  - Courses that will use the space: home staging, space planning, color and design, materials and finishes, kitchen and bath.
  - This will provide our students with a great opportunity to be better prepared for the job market especially Latinx students and students of color.
  - Application of VR - Virtual Reality technology, among others.



# Program Requesting Resources

- Program Goals this Request Supports:
  1. 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.
  2. Serve students from all ethnic, age, and economic groups, which reflect the communities' rich cultural diversity.



# IPC, Institutional Planning Council, Feedback.

Program Review Sections & Standards	Commendations	Recommendations	Comments	ACCJC Exemplary Example
<p><b>10. PLO Assessment</b> - Describe your program's Program Learning Outcomes assessment plan using your Program/Department's <a href="#">Three Year Assessment Plan</a>. Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?</p>	<p><i>Provided:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Description of Program/Department's 3-Year assessment plan</li> <li><input checked="" type="checkbox"/> Summary of major findings</li> <li><input checked="" type="checkbox"/> Improvements that have been and/or can be implemented</li> </ul>	<p><i>Information Needed:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Description of Program/Department's 3-Year assessment plan</li> <li><input type="checkbox"/> Summary of major findings</li> <li><input type="checkbox"/> Improvements that have been and/or can be implemented</li> </ul>		<input type="checkbox"/>
<b>Looking Ahead</b>				
<p><b>11. Program Planning and Goals</b> - Planning for the future is an important part of Program Review. This is your opportunity to identify new directions for growth and improve your program. Based on your analysis of the data and your responses to the questions above, identify specific and measurable goals and action plans for achieving those goals. Consider goals such as, but not limited to: updating curriculum, closing equity gaps, responding to student and community needs, etc.</p>	<p><i>Provided:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> List of specific and measurable goals for program improvement and/or growth</li> <li><input type="checkbox"/> Description of action plans for achieving stated goals</li> </ul>	<p><i>Information Needed:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> List of specific and measurable goals for program improvement and/or growth</li> <li><input type="checkbox"/> Description of action plans for achieving stated goals</li> </ul>	<p>—</p> <p>Kudos on the dual enrollment partnership and on working with the Apprenticeship <input checked="" type="checkbox"/></p>	<input type="checkbox"/>
<p><b>Overall Commendations:</b></p> <p>This is a thorough program review. The analysis and specific responses are superbly composed. Commendations on interior design students careers, certifications, and leadership in professional organizations. Clear that there is continuity in the program review; the authors have fully considered the previous review and continued to build on that progress. We look forward to seeing what you do relating to the Architecture classes to attract male students via pre-architecture, engineering, contractors and high school concurrent enrollment students.</p>				
<p><b>Overall Recommendations:</b></p> <p>Include visualization of the data.</p>				



# Job Outlook – Interior Designers

Employment of interior designers is projected to grow 4 percent from 2023 to 2033, about as fast as the average for all occupations.

- About 8,800 openings for interior designers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

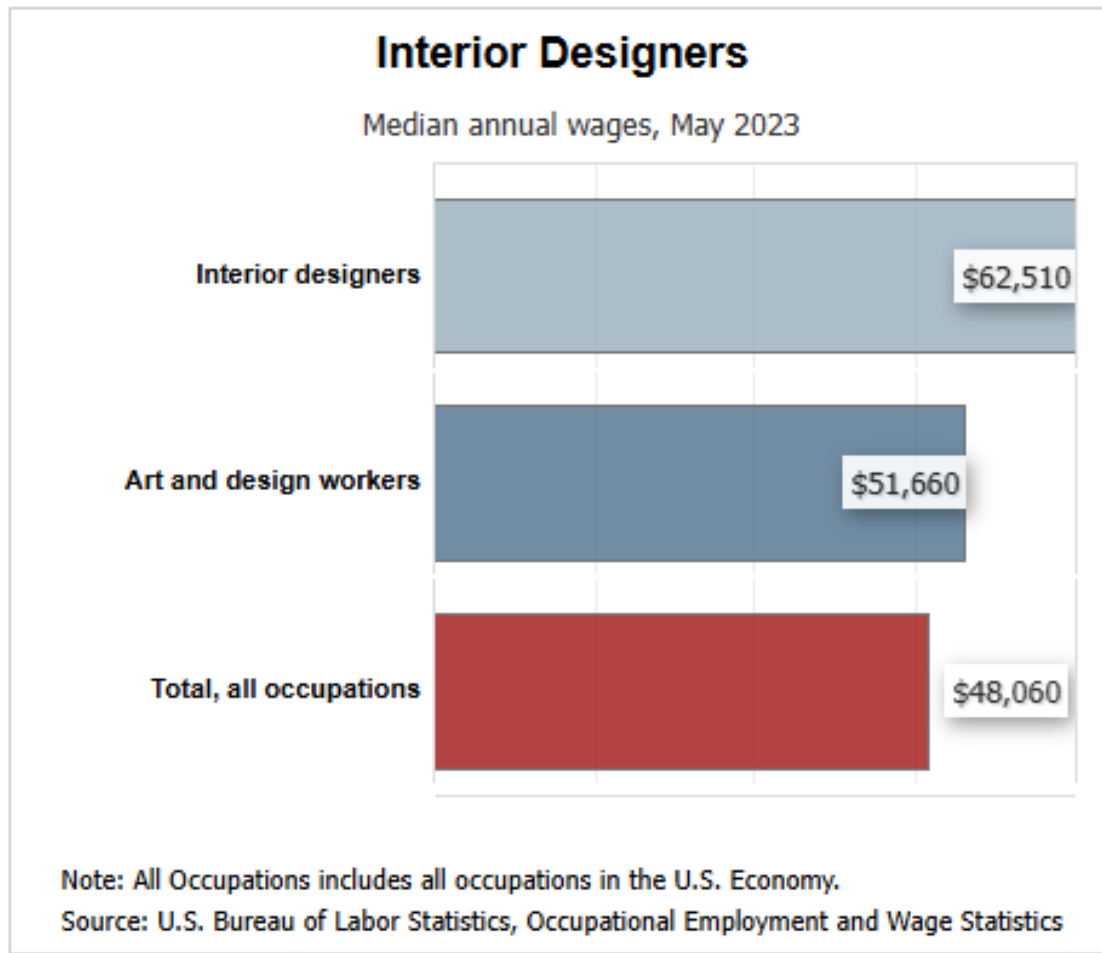
## Employment

- Homeowners and companies are expected to need services provided by interior designers to help with renovation projects. A greater focus on building codes, as well as the need to design spaces that meet accessibility standards, may also help to create jobs for these workers.

<https://www.bls.gov/ooh/arts-and-design/interior-designers.htm#tab-6>

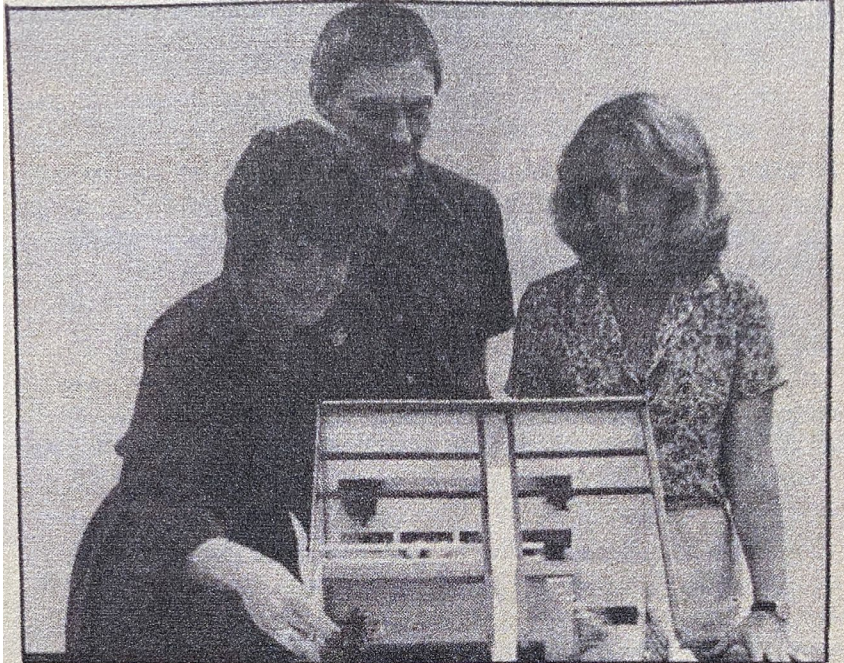


# Median Annual Wages



# Our Students: The Path to Becoming an Interior Designer

# The Cañada Student Chapter, 1978



The Canada College chapter of the American Society of Interior Designers display one of the exhibits that will be shown until June 10 in the Guild Gallery in Palo Alto.

## Interior Designers to display talent

- Student chapters at colleges with design programs were launched in the late 1970s.
- The Cañada student chapter was formed in 1978
  - This student chapter is one of the longest continuously active student organizations on the Cañada College campus, an asset to the program and the college.



Building 18 – INTD 115, Introduction to Interior Design, hybrid.



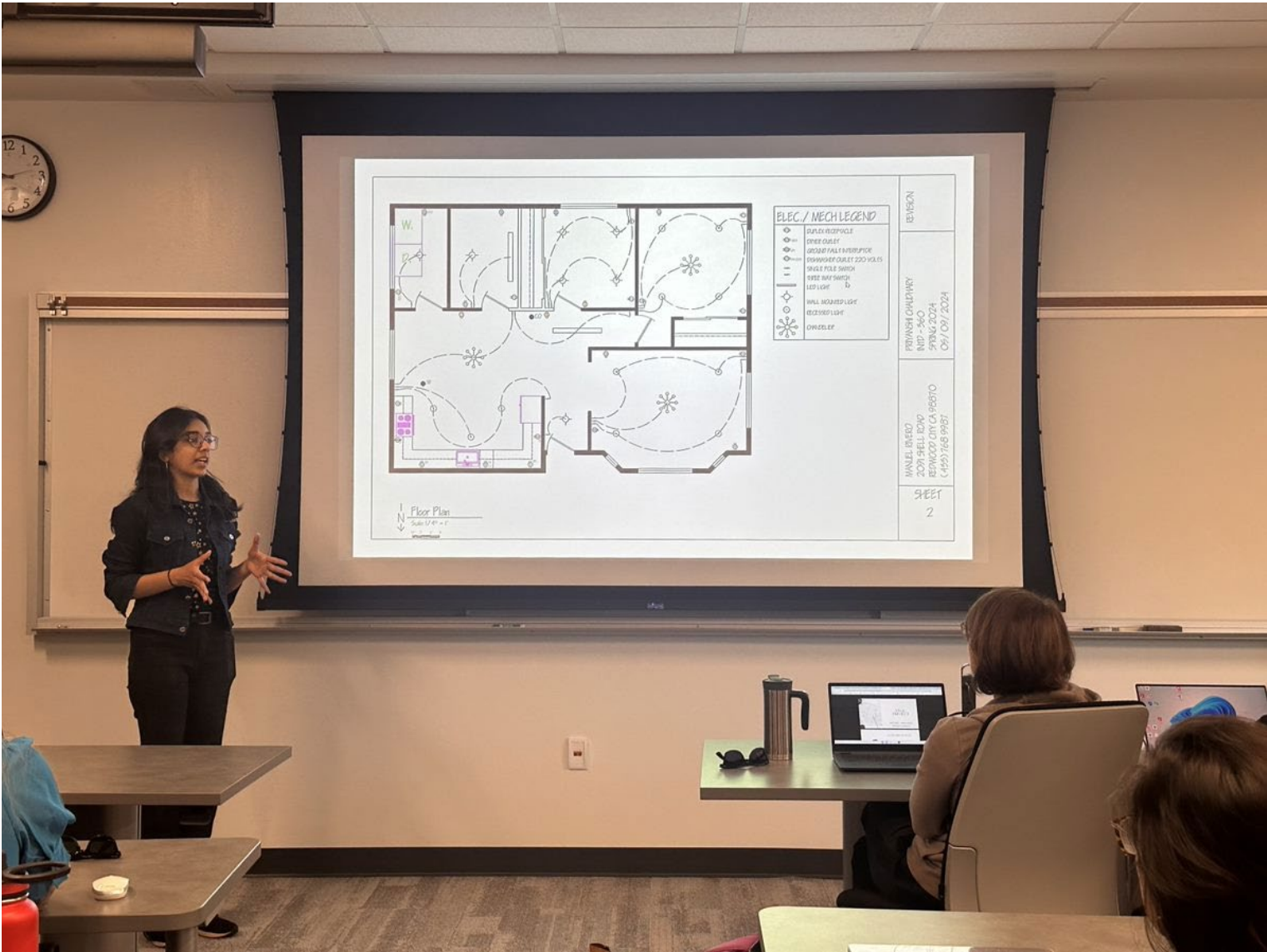
# ARCH 110 – Interior Architectural Drafting



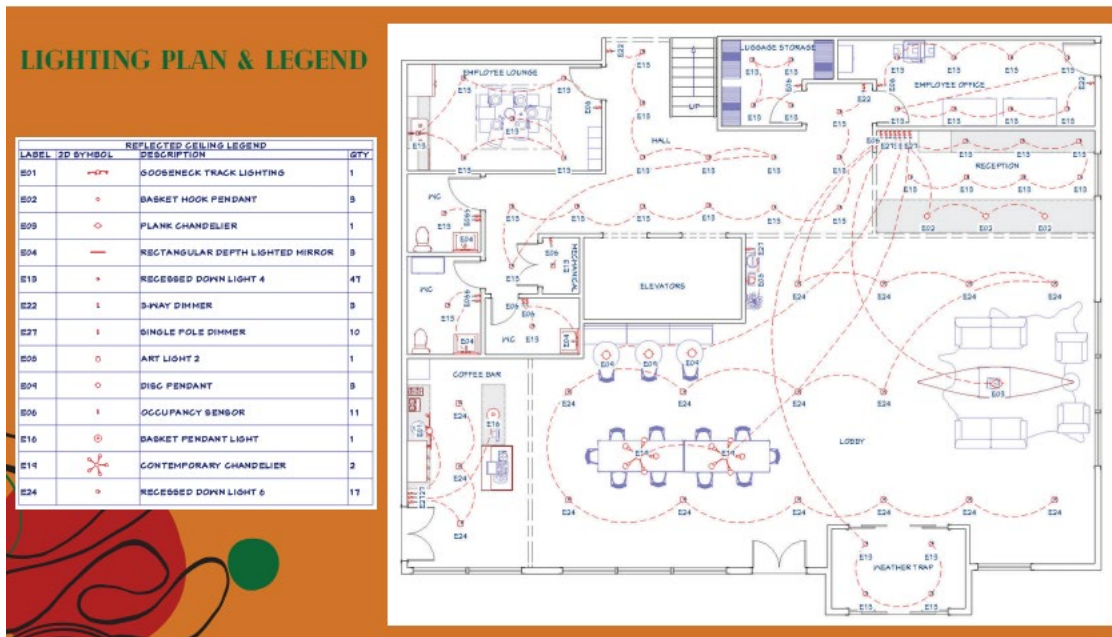
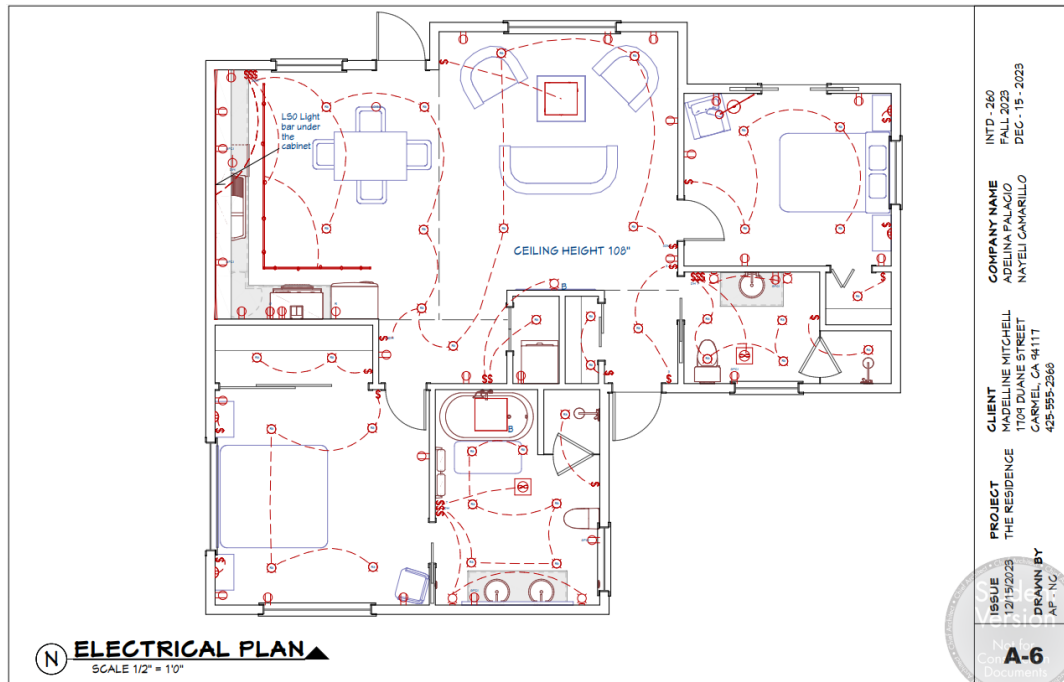
Field Trip – INTD 272 K&B Class

Newly Renovated  
Building 13

# INTD 360 – AutoCAD, Priyanshi Chaudhary



# INTD 260 Lighting Class – Title 24 CA code.





# Students Exhibition, spring 24

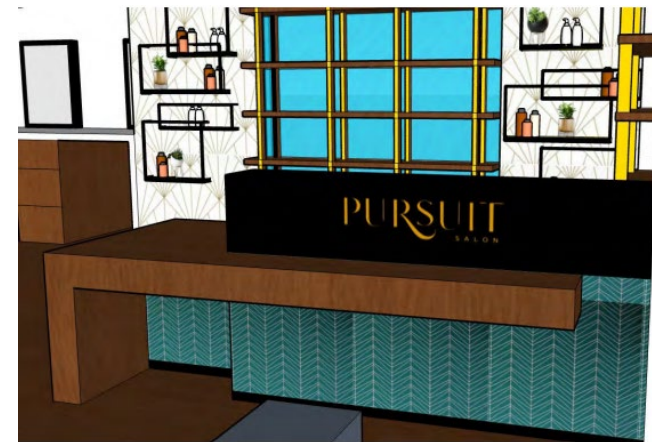


Elma Kim, NKBA National Competition, Second Place.

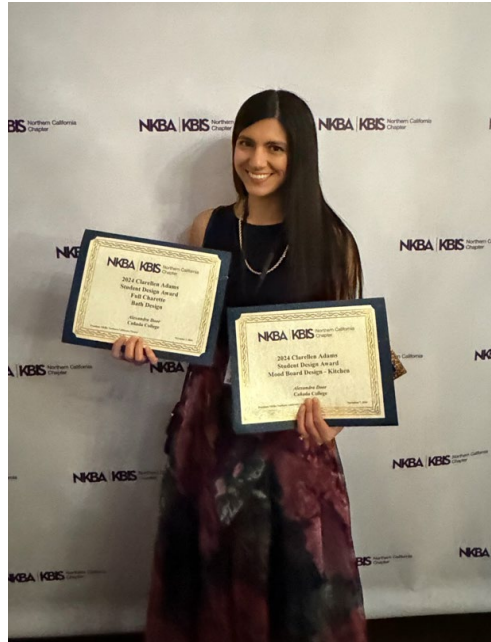


# Alina Halloran Student Design Competition

## Pursuit Salon, Palo Alto



# NKBA Students' Awards, Fall 2024





# Community Projects



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# PUENTE

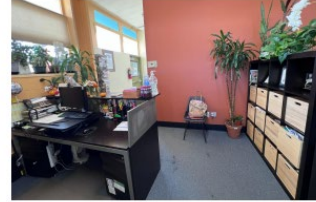
Cañada Interior Design

PROJECT PROPOSAL

APRIL 2024

## PUENTE

*Existing Interior Space*



*Proposed Interior Design*



**Rita Mancera, Executive Director**

**Monica Resendiz, Executive Assistant**

**Alejandra Ortega, Fund Development Director**

# One Life Counseling Center, Burlingame.



Photo Credit: Prof. Emanuela Quaglia and Student Assistant Lu Xia.











# EHD Lounge and Kitchenette, Building 22.



With existing sinks

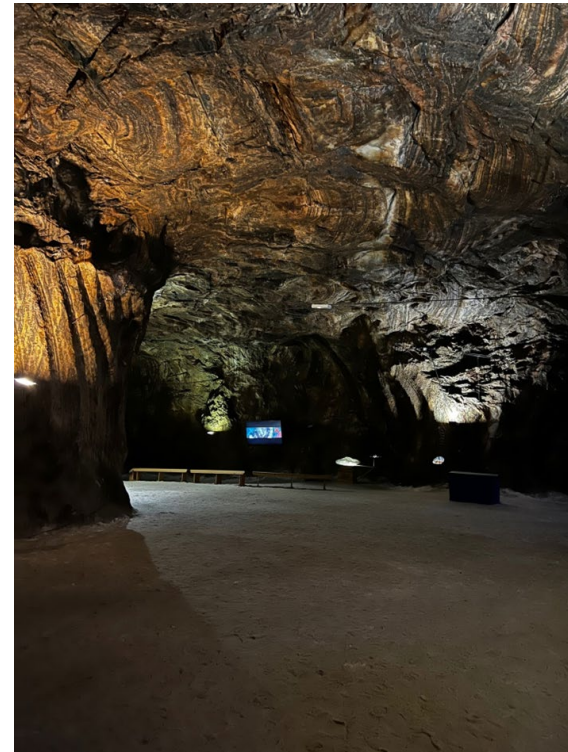


# *Interior Design*

*“The blend of imagination, visual art, and technical applications”*

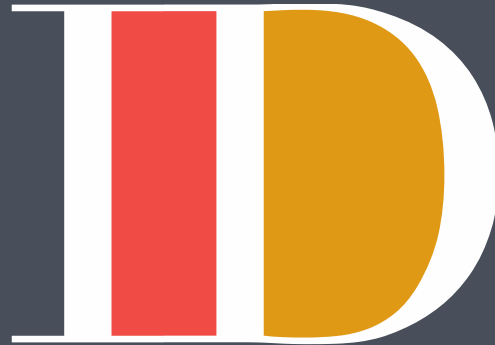


# TechSalt, the Rock Salt Mine, Loulé, Portugal.









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Thank You!