



**Comprehensive Program Review and Analysis**  
(6 year review)

**Center for Design & Technology & Creative  
Arts:  
Interior Design and Architecture**

**March 29, 2013**

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**Elsa Torres, Steven Davis, Denny Holland, Anjana Joshi, Sharon Kasser,  
David Muzio, Debra Norris, Kenneth Rose, Linda Sanford**



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

The Comprehensive Program Review and Analysis builds upon five years of program annual planning, providing a framework for faculty to use to review program information and to articulate direction for the future. The purposes of the Comprehensive Program Review and Analysis is well described by past Academic Senate presidents Jim Locke and Bill Scroggins (Academic Senate for California Community Colleges):

*The principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily further their own growth, and to identify weak performance and assist programs in achieving needed improvement, ...*

*The program review process shall promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive process for determining program effectiveness, the program review process shall provide 1) an articulation of clear, relevant criteria upon which reviews will be based; 2) the establishment of reasonable and timely intervals; 3) the establishment of the specific purposes for which program reviews are conducted and articulation of those purposes to everyone involved, ...*

This document is to collect information to be used by the college planning bodies IPC, SSPC, Budget, and CPC and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, instructional equipment, and facilities needs. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

**The deadline for submission of the Comprehensive Program Review and Analysis is due to the Dean/VPI (Learning Center, Library, University Center) by the end of March.** Complete this document in consultation with your Dean/VPI. Documents will be reviewed by the Dean/VPI and uploaded to the Curriculum Committee and the IPC SharePoint sites. The College will hear faculty reports on their Comprehensive Program Review and Analysis during the Spring semester in a Curriculum Committee meeting.

### **Cañada College Mission Statement**

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

### **Vision**

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

**Note: To complete this form, SAVE it on your computer, then send to your Division Dean/VPI as an ATTACHMENT on an e-mail message.**

**Program Title: Center for Design & Technology & Creative Arts: Interior Design and Architecture**  
**Date Submitted** March 29, 2013

### 1. Planning Group Participants (include PT& FT faculty, staff, students, stakeholders)

List of names and positions: Nancy Wolford, Ph. D., Full-time Professor and Program Coordinator, Elsa Torres, Assistant Professor, Full-time faculty. Input from the following Part-time faculty members: Steven Davis, Denny Holland, Anjana Joshi, Sharon Kasser, David Muzio, Debra Norris, Kenneth Rose, Linda Sanford

### 2. Contact Persons (include e-mail and telephone):

Nancy Wolford, [wolford@smccd.edu](mailto:wolford@smccd.edu), x 3451  
Elsa Torres, [torreselsa@smccd.edu](mailto:torreselsa@smccd.edu), x 3320

### 3. Program Information

#### A. Program Personnel

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

**FT Faculty:** Nancy Wolford, Ph.D., Elsa Torres, CGBP

**PT Faculty:** Steven Davis, Denny Holland, Anjana Joshi, Sharon Kasser, David Muzio, Debra Norris, Kenneth Rose, Linda Sanford

**FT Classified:** None

**PT Classified (hrs/wk):** None

**Volunteers:** Advisory Board Members and other non-faculty volunteers: Gloria Carlson, Sherry Faure, Yukari Haitani, Meredith Holley, Theresa McDermott, Agnes Moser, Kay O'Neill, Tania Simirenko, Jamieson Simpson, Elizabeth Springs, Shari Steele, Kathy Trapnell, Lilley Yee, Martha Miller Girdlestone.

**Student Volunteer Workers:** Tania Simirenko, Birgit Merian, Sally Davenport, Denise Sigillo, Jeannie Dinkel, Jillian Sherwood-Butler

#### B. Program mission and vision

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)



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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.

**C. Program Student Learning Outcomes**

List Program Student Learning Outcomes (minimum of 3) and assessment tools for each.

Tool: <https://sanmateo.tracdat.com/tracdat/>

Reflections:

- Review 5-year data and identify changes that have occurred in your program as a result of annual SLO assessment cycle.
- Explain how the assessment plan for Program Student Learning Outcomes measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.

**Program Student Learning Outcomes: Design & Technology, Creative Arts (Fashion, Interior Design/Architecture, and Multimedia Arts Programs)**

PSLO	Assessment Tools
1. Develop the ability to communicate design concepts Clearly and concisely (i.e. visual, oral, and written)	Culminating project and/or portfolio
2. Understand the elements and principles of design and their discipline specific functional implementation	Tests and projects
3. Develop competitive industry standard skills in the respective fields	Exams, projects, and/or portfolio



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We do not yet have the data, other than anecdotal, necessary to create a reasonable assessment plan for Interior Design and Architecture in order to complete this, other than the number who do complete the AS degree and the five certificates. The measures that we have to assess the Program Student Learning Outcomes are the number of students who are successful in completing individual course work with passing grades (most are As and Bs), but also the number who follow through with completion of their degree and/or certificate(s), and/or transfer to a 4-year to obtain a BA/BS. Another is the number of students who obtain jobs in the field, a number that is difficult if not impossible to obtain.

There is no standard reporting procedure for any of this information, it is anecdotal, not all students apply for their certificate or degree when they complete it, seek employment in their respective fields immediately upon completion of their certificate or degree, or transfer.

Finally, there is the number of students who meet the criteria of education and work experience, then take and pass one of the several professional certification examinations, also anecdotal, and currently not required to practice in any aspect of interior or sustainable design. A systematic way to keep track of graduates would be beneficial in order to measure this, an exit interview and form with contact information, future employment plans, etc., to keep on file in the department and division.

The chart below shows the number of students, AS degrees and certificates that have been awarded in the Interior Design Program (data for 2012-13 is not available at the time of this report):

**Interior Design Graduates, Degrees & Certificates, 2007 – 2012**  
(Source: Admissions Office, Interior Design Graduation programs)

Acad. Year	No. of Students	AS Deg.	INTD Cert.	Res. & Com.	Kit. & Bath	Green/Sust.*	Re-D/Stag.**	Total
2006/07	32	9	17	4	6	4		40
2007/08	34	9	28	5	3	1		46
2008/09	46	15	33	5	5	1		59
2009/10	39	11	20	3	5	7		46
2010/11	49	9	31	7	14	9		70
2011/12	30	6	20	3	3	2	8	42

\*Green/Sustainable Design Certificate, effective fall 2005

\*\*Re-Design & Home Staging Certificate, effective fall 2010

The number of students, degrees and certificates awarded each academic year fluctuates. Some students apply for and receive a degree or certificate each time they complete one, others who are obtaining multiple certificates often wait until they complete them all before applying for any of them. In the past 2 – 3 years, some of the fluctuation is probably partly due to the specific capstone courses not being offered every year, so need to wait to take and complete them, then there is then



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an increase in the number of certificates awarded. This is generally true for the Kitchen and Bath Design and Residential and Commercial Design certificates. As an example, the expectation is that there will be an increase in the number of Kitchen and Bath Design certificates at the end of the 2012-2013 academic year. There are 16 students enrolled in the Advanced Kitchen and Bath Design class, most of whom that is their final course for the certificate, and should receive it this May, along with a few holdovers from the past two years who were waiting for another one or two final courses to take toward completion. Another factor in the decline between 2011 and 2012 could be the enforcement of the prerequisite requirements for all courses, thereby, students were not able to take prerequisite and target courses concurrently (as some had in the past), or had to complete the prerequisite course one semester, then wait until the subsequent course was offered again.

Graduates of the program with one of the certificates and/or the AS degree, who actively seek a job do get jobs, often as a result of an internship or part-time employment while attending classes. This is self-reported information, and we aren't always made aware of it. It would be beneficial for there to be required exit interviews with the full-time faculty as this would provide more of this information than is currently received or available, as well as contact information and permission for follow up later.

Students do pass the various certification exams, though getting this information is also difficult and only anecdotal, and usually only from those who are successful in passing the exams. We typically find out when we start to see the various initials behind their name. Some of the exams and certifications that students who have received certificates have passed and obtained include:

- IDEX exam for certification as an interior designer in the state of California (CID) by the California Council for Interior Design Certification (CCIDC).
- CGBP exam to become certified as a Certified Green Building Professional
- AKBD exam (Associate Kitchen and Bath Designer) by NKBA, the first step in the process to become a CKD (Certified Kitchen Designer) and CBD (Certified Bath Designer), additional practical exam and work experience are required.
- NCIDQ exam to become certified by the National Council for Interior Design Qualification
- LEED (Leadership in Energy and Environmental Design) exams, of which there are several from the US Green Building Council

It must be noted that passage of any of these exams is not currently required to practice as an interior designer in California. They are voluntary, but usually signify that the person who has taken and passed them has specific qualifications and expertise that can set them apart from those who don't, and is usually an edge in seeking and gaining employment.

**Other data that reveals Program performance:** There are other data from which the Interior Design/Architecture program performance can be assessed. This falls into two categories: current student performance in external regional and national student design competitions (data below) and recent graduate performance in professional design competitions (some examples are also below). Once a student graduates, it is again, difficult to track all but the first of these data except by self -



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reporting and anecdotal information. We are currently finding this information out is by chance at best, so it is not posted. Below is a sample of the results of Cañada Interior Design students placing in a variety of regional and national design competitions between 2007 and 2013, though we have been tracking it since 2001:

### Student Design Competition Award Recognition, by year, 2007 – 2013 Cañada College Interior Design Program

(Sources: competition sponsor, organization press releases, self-reporting)

<u>Sponsoring organization/event</u>	<u>Year</u>	<u>No. of Recipients</u>
San Francisco Student Career Forum Design Competitions	2007	2
IIDA National Student Sustainable Design Competition	2007	1
San Francisco Student Career Forum Design Competitions	2008	2
San Francisco Student Career Forum Design Competitions	2009	5
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 (national competition)	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 2004), Design Competition, & Award Date (Source: self-reporting and professional publications & announcements):

- **Debra Winston (2010 graduate)**
  - 1 placement in kitchen, Silicon Valley NARI (2013)
- **Jamieson Simpson, CKD, CGBP (2009 graduate)**
  - 1 placement in kitchen, No.CA chapter NKBA (2010),
  - 3 placements in kitchen and bath, No.CA Chapter NKBA (2011),
  - 2 placements in kitchen and bath, Silicon Valley NARI (2010),
  - 1 placement in bath, No.CA Chapter NKBA (2012),
  - 2 placements in kitchen and bath, Silicon Valley NARI (2011),
  - 1 placement in medium kitchen, No.CA Chapter NKBA (2013),
  - 1 placement in kitchen, Silicon Valley NARI (2013)
- **Shari Steele, AKBD, CID (2008 graduate)**
  - 3 placements in kitchen and bath, No.CA Chapter NKBA (2012)
- **Elizabeth Springs, CKD, CBD, CID, CAPS, CGBP (2007 graduate):**
  - 1 placement in entire house design, Silicon Valley NARI (2013)



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- **Carol Swansen, CKD (2007 graduate)**
  - 3 placements in kitchen, No.CA Chapter NKBA (2011)
- **Yukari Haitani, CKD, CBD, CID (2006 graduate)**
  - 1 placement in bath, No.CA Chapter NKBA (2010)
- **Julie Mifsud (2004 graduate)**
  - 1 placement in kitchen, No.CA Chapter NKBA (2013),
  - 1 placement in residential interior design, Jonathan Charles Fine Furniture Interior Design Competition (2012)

### Other:

- **Denny Holland (2008 graduate and current INTD faculty member):**
  - 2012 Faculty Advisor of the Year, ASID Student Chapter (National Award)

#### 4. Curricular Offerings and Student Learning Outcomes and Assessment Cycle

Tools:TracDAT <https://sanmateo.tracdat.com/tracdat/> CurricUNET <http://www.curricunet.com/smcccd>

**All curriculum and SLOAC updates must be completed when planning documents are due.**

##### A. Attach the following TracDat and CurricUNET data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDat for the CURRENT year only. The others will be in your previous annual plans).

With at least half of the interior design courses being taught by part-time faculty, it is a challenge to get this information on a regular and timely basis, make sure each SLO is assessed and reported regularly, and generally keep them up to date. Several have been teaching at the college for many years, and the challenge is for them to realize that this is one of their professional contractual responsibilities, in addition to teaching their classes. A few teach just one class, once a year, so getting a timely response (or one at all) is difficult and not unusual. There are a few faculty who feel that if they do this once, they don't need to do it again, as each time they teach the class, they typically make few, if any changes to their courses. This data (especially assessment results and documentation) has holes that we will continue to work on filling; this is the best that can be done at this point. Most courses do have results, action, and follow-up for most of the active SLOs, which was the goal for this report and for the college accreditation report. There may be an exception for those courses that were not taught in 2012/13, or are being taught this current spring 2013 semester, so results and action are not yet available. This is an ongoing process that we will continue to work on.

The report for 2012-2013 is attached.

**\*\*Please note, the following courses currently listed in TracDAT have been deleted or banked, have not taught been taught since Fall 2011, and are no longer requirements for any of the Interior Design Certificates or the AS degree, and therefore, should be removed from TracDat. They are not included in the attached reports and have been listed as inactive.**



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These courses are INTD 147, INTD 165, INTD 278, INTD 402, INTD 680 CB, and INTD 680 CC. INTD 403 has not yet been taught and INTD 276 was last taught in Spring 2011 and is currently being taught spring 2013.

- List courses with CORs over 6 years old (data from CurricUNET)
  - No interior design or architecture CORs are more than 6 years old – all courses have been reviewed and updated effective fall 2010 or later, and this continues each year. See chart below for this information, courtesy of the Instruction Office and CurricUNET.

Tentative INTD and ARCH Curriculum Cycle, Fall 2010 - Spring 2014																			
Course	COR eff.date	SLO Cycle	Certificate/Degree					Re D Stag	FA10	SP11	SU11	FA11	SP12	SU12	FA 12	SP 13	SU 13	Planned FA 13	Planned SP 14
			INTD Core A5	R & C	K & B	Green													
ARCH 110	2013	FA12	x	x	x	x	x	x	x		x	x		x	x		x	x	
INTD 115	2010	FA12	x	x	x	x	x	x	x		x	x		x	x		x	x	
INTD 126	2010	SP12	x	x					x	x		x						x	
INTD 128	2013	FA12	x	x	x				x	x		x		x			x		
INTD 129	2013	FA12	x	x						x		x				x		x	
INTD 148	2013	FA12	x	x	x			x	x		x	x		x	x		x	x	
INTD 150	2010	FA12	x	x	x				x		x			x			x		
INTD 151	2012	SP12	x	x	x					x		x				x		x	
INTD 175	2013	FA12	x	x	x	x	x	x	x		x	x		x			x	x	
INTD 250	2010	SP12	x	x	x			x	x		x	x		x			x	x	
INTD 260	2010	SP12	x	x	x	x	x	x		x		x				x		x	
INTD 270	2010	FA12		x	x				x		x			x			x		
INTD 271	2010	SP12		x	x					x		x				x		x	
INTD 276	2010	SP11			x					x						x		x	
INTD 340	2010	FA12		x	x				x							x			
INTD 350	2013	SP12		x								x						x	
INTD 356	2013	FA12		x	x	x			x			x		x			x		
INTD 360	2013	FA12	x	x	x				x	x		x		x			x		
INTD 400	2013	SP12	x	x	x	x				x		x				x		x	
INTD 401	2012	FA12				x					x			x			x		
INTD 403	2013	<i>not yet taught</i>				x								x			x		
INTD 450	2013	FA12	x	x	x	x	x	x	x	x		x		x			x		
INTD 672	2012	FA12			x	x			x	x		x	x	x	x		x	x	

**B. Identify Patterns of Curriculum Offerings**

Reflections:

- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.



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The ideal cycle would be to offer each of the core courses and those common to most (3 or more) certificates (and AS degree) each semester (fall and spring) each academic year, and those common to 1 or 2 certificates/degree, once a year. The current budget and enrollment situation is not conducive to this, as INTD/ARCH course offerings each semester have been reduced since 2008. A few of the core courses have moved to be offered once a year to achieve healthy enrollments. Some of the more advanced/capstone courses are now offered at least once every 4 semesters in order to insure healthy, desired enrollments (INTD 276, 340, 350, 403) and as timely completion as possible for students desiring those certificates. This makes it challenging for students, often taking longer to complete a certificate or degree because courses aren't offered as frequently. With prerequisite requirements being enforced, this makes the reduced offerings and planning ones program more challenging for students than in the past.

The current cycle does have every INTD/ARCH course offered at least once every other year. Ideally, the department would like to offer each of the core INTD/ARCH courses offered at least once each semester (2 times a year), the more advanced courses, including capstone courses, at least once a year.

Below, is the current (2012-13) curriculum cycle for ARCH/INTD course offerings:

The following courses were offered each semester (fall and spring), 2012-13:

- \*ARCH 110 – Interior Architectural Drafting (day and evening sections)
- \*INTD 115 – Introduction to Interior Design (day and evening sections)
- INTD 148 – Color and Design
- INTD 672 – Cooperative Education: Internship

\*These two classes are the foundation courses for the Interior Design Program, provide a broad overview of the profession and basic skills and competencies required to be successful. They are also prerequisites for many of the subsequent courses listed below.

The following courses were offered once during the year (either fall or spring):

Offered fall semester, 2012:

- INTD 128 – Presentation Techniques I
- INTD 150 – History of Interiors I
- INTD 175 – Residential Design (hope to be able to offer both fall and spring)
- INTD 270 – Kitchen Design
- INTD 356 – Residential and Commercial Construction
- INTD 360 – CAD Applications for Interior Designers (hope to be able to offer both fall and spring)
- INTD 401 - Sustainability and Energy-Efficient Homes
- INTD 450 – Materials and Finishes (hope to be able to offer both fall and spring)



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Offered spring semester, 2013:

- INTD 126 – Critical Thinking for Interior Designers
- INTD 129 – Presentation Techniques II
- INTD 151 – History of Interiors II
- INTD 250 – Professional Practices for Interior Designers
- INTD 260 – Overview of Lighting Design
- INTD 271 – Bath Design
- INTD 400 – Green Sustainable Design Concepts

Offered once every 2 years (4 semesters):

- INTD 276 – Advanced Kitchen and Bath (usually spring, offered 2013)
- INTD 340 – Furniture Casework and Interior Detailing (usually fall, offered 2012)
- INTD 350 – Commercial Design (usually spring, offered 2012, next 2014)
- INTD 403 – Sustainable Design Projects (new course, not yet offered, anticipated 2014-15)

Strengths of the Interior Design Curriculum:

- The variety of comprehensive, relevant course offerings are updated frequently, and prepare students for a variety of jobs in the interior design industry today.
- The five certificates and AS degree based on this updated and current curriculum, including the accreditation of the Kitchen and Bath Design Certificate by NKBA (National Kitchen and Bath Association).
- Student success, retention, and completion rates generally exceed the college average, consistently in the high 80 – 90 percentile
- Excellent team of well qualified and experienced professors with individual diverse strengths who work together for the students
- Regularly updated courses, degree, and certificates, based on industry and technology needs and requirements
- All ARCH and INTD courses are CSU transferable at a minimum as electives.
- Transfer paths to 4-year programs at the CSU, including articulated courses (primarily with San Francisco State University and San Jose State University), addition of courses that fulfill GE area requirements both for Canada and CSU (INTD 148, 150, 151)
- Pathway to the Masters program at San Francisco State for those students who already have a Bachelors degree and desire the specialization for specific job skills or to teach at the post-secondary level
- The Sustainable Design Certificate (2005), the first in this field in a California Community College as part of a regular academic program
- The expansion of the Sustainable Design Certificate (effective fall 2013) to be more comprehensive, applicable to contractors, builders, and architects as well as designers
- The addition of the Re-Design and Home Staging Certificate in 2010 fills a growing need for this type of program, the first in a Northern California Community College program.

Curriculum issues:



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- The need to constantly update course curriculum and certificate requirements as the field is fast changing. There have been major changes twice within the past three years to most courses and certificates and the AS degree (2010), and further revisions that go into effect in the fall 2013.
- The broadening of the field of interior design, increase in and importance of design specializations (i.e. kitchen and bath, sustainability, aging in place, health care and technology), significant code and other design requirement changes, sustainable design, new materials, for example, require faculty to keep up-to-date and modify their courses accordingly.
- The increasing number of transfer students that come to this program from a variety of post-secondary institutions from around the state and the west coast, and the issue of appropriate and equivalent course substitutions for these students. Each program, course content, and unit value varies widely. It is a challenge to keep up with.
- The changing technologies that are used, the wide variety now available of computer aided drawing and other programs used in industry, for example, the desire of students to have courses in all of them, with limited facilities and course scheduling.

### Possible solutions:

- Replace the current full time faculty member, who is retiring June 2013, with another full time faculty member for the department. The additional full time faculty member should be strong in the traditional, yet vitally important areas of interior design (kitchen and bath with residential and commercial, aging in place, and re-design and home staging). These areas along with the expanding sustainable design program are too broad for a single full time faculty member to concentrate on and keep up with effectively. This, along with the external NKBA Accreditation of the Kitchen and Bath program, the articulation of Sustainable Design courses with both high schools and 4-year colleges, and variety of certifications to be aware of and keep up with in order to better prepare students for available jobs is too much for a single, full-time faculty member to handle effectively. The commitment to the students, program, and college that a full time faculty member provides is essential to the continued success and growth of the program.
- A dedicated computer lab that ARCH/INTD students have access to that would have available the variety of computer aided drawing and other programs that interior designers need to know and are being used in industry so students are better prepared to obtain jobs upon program completion.
- The increased ability of the full-time faculty/discipline specific experts to be consulted and work with academic counselors with the approval process of discipline specific transfer/course substitution requests for all INTD certificates and the Interior Design AS degree. They are the ones who have the knowledge specific to their program and are the most familiar with similar programs around the state and the country. Degree works and the academic counselors cannot keep up on or be familiar with the many specialized and unique courses and programs at the college.



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### 5. Program Level Data

#### **A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data**

Tool:

[http://www.canadacollege.edu/inside/research/programreview/info\\_packet/info\\_packet.html](http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html)

Reflections:

- Review 5-year data to describe trends in student success, retention, demographics.
- Analyze trends and discuss plans to address significant findings.

The current data packets for both INTD and ARCH are attached to this document as PDF files.

The trends are different for each of these subject areas, and are unpredictable, rising and falling with the economy, as both of these fields are somewhat economy driven. Being two separate data sets makes it difficult to analyze. It would be helpful if these two areas were combined into a single report – there is only one architecture class (2 sections usually), and it is an important required prerequisite and foundation course for many of the interior design classes. This request has been made for several years now, so until they are combined, drawing useful conclusions is a challenge.

Enrollment in INTD and ARCH courses is limited by room size and the number of seats available in each of the interior design classrooms. The nature of the interior design and architecture courses is not conducive to large lecture classes of 40 or more students, nor does the college have the space. Drafting and other types of drawing require more table space than a typical student desk, another limiting factor. The computer lab currently is limited to 28 students, the number of available computers, the drafting lab, 30, and the other general classroom, 35 - 40. Most courses in these programs are project and discussion based, so in addition to needing more space to work, interaction with and among individual students is critical, requiring more space. This affects the load numbers, a reason why the department limits offerings in hopes of achieving as close to the maximum number of students in each class section as possible each time it is offered. ARCH did this in 2012, with 499, averaging 29.7 students per section in a room with a capacity of 30.

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, and the enforcing of prerequisites are additional factors). We believe it has leveled off and is beginning to pick up. The enrollment in the ARCH class was on a slow decline until 2011, when the second full-time faculty member was hired who took this course over, revamped it, which resulted in an increase in enrollment. Despite this, the success and retention rates in both ARCH and INTD remain high, above the college average, which has been a consistent trend for the program throughout the years. The outstanding faculty do a great job in working with, assisting, and encouraging students



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towards their desired goals, a contributing factor to the high success and retention rates. Another factor is that the Interior Design profession is a very competitive one, and students realize that the more education and credentials that they have (degrees, certificates), the more employable and credible they are. We are seeing this with the increased number of continuing and returning students, including those from 10 or more years ago.

The addition of Green/Sustainable Design as well as Re-Design and Home Staging certificates are giving students additional options to take advantage of, as both are important areas of design whether the economy is up or down. The total number of Interior Design degree and certificate recipients each year remains high, one of the highest in the entire college, though it does fluctuate. Students do realize the importance of education to enter this competitive field, and the completion of degree/certificate requirements adds to their credibility and marketability; consumers as well as employers are looking at that more and more. Over the past several years, we have seen an increase in the number of returning students with the goal of completing the certificate or degree they started on years ago, probably one of the factors in the increase of students age 40 and over, particularly men, looking to update and broaden their knowledge and skills. The addition of the Re-Design and Home Staging Certificate fills a niche not found elsewhere in public higher education in this part of the state. While it is difficult to get hard numbers, it appears that more students than previously seem to be transferring to a 4-year program (generally San Francisco State or San Jose State) to obtain a bachelor's degree (regardless of whether it is declared as a goal). These are typically the younger students (whose number is increasing in the program) who do not already have a Bachelor's degree (or higher) in another field. There are also a handful of students in the last few years, who completed a specific pathway program at Cañada, already have a Bachelor's degree or higher from another institution, and go directly into the Master's program at San Francisco State University. These numbers are also difficult to obtain, as it is self-reporting.

The demographics of Interior Design and Architecture students have changed over the past few years and will likely continue to do so.

While remaining predominantly female, there are between 10 – 15 % males fairly consistently in the Interior Design Program, the average in the Architecture Program fluctuates around 25%, plus or minus, and will likely continue. The Architecture classes do attract pre-architecture, engineering, contractors, and high school concurrent enrollment male students. The hope is to increase the number of males in both programs, especially with the Sustainable Design Certificate and the expanded courses that will attract contractors, builders, and other males who want to add to their expertise in this area now that the codes, employers, and clients are asking for and often requiring this. The faculty work hard to recruit and retain male students. Some of our most successful recent graduates are men: Denny Holland, Jamieson Simpson, both mentioned previously, among others.

The major changes have been in ethnicity, age, and level of previous education, much more diverse than previously.

- More Hispanic, Asian, and International, especially Eastern European than 10 + years ago. The diversity of the Bay Area and the high tech industries are likely reasons for the ethnic



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

diversity – most interior design classes are literally a mini-United Nations with students from around the world, attracting more and more international students. This adds a richness and broad perspectives to the classroom.

- More, younger (under 25) students than previously. A probable explanation include a couple of factors, increased outreach by the program and college through high school/tech prep and informational programs, but also the rising cost and competitiveness of private art and CSU programs. The need for a more affordable alternative is looked at for lower division courses in particular or completion, especially with rising costs and mounting student loan debt (private art schools such as the Academy of Art University and Art Institute campuses). Additionally, most of the CSU Interior Design programs have impacted enrollment (both San Francisco State and San Jose State's programs, but at most of the few remaining others in the state as well), which makes admission and enrolling in courses there competitive and more difficult.
- Fewer (down from about 2/3rds to about ½) with a previous higher education degree (range from an AA/AS to MD/Ph.D.). The level of previous education is linked in part to both of the other changes: the increased number of younger students, fewer already having had the opportunity to obtain a previous higher education degree (and many want to transfer to obtain that Bachelor's degree), and more international students coming to the United States for higher education in a field that may not be available to them in their home country.

There are several things that the data do not show, but are important to note: the success of Interior Design students and graduates in other ways – long and successful design careers, professional certifications (i.e. CKD, CBD, CID, CGBP, NCIDQ, LEED, etc.), leadership roles in the professional design organizations on both a local and national level, and the winning of recognition and awards in regional and national design competitions by our students and graduates consistently. The other is the history, reputation, and innovation of the program itself. The interior design program was one of the first Career/Tech programs at the college, begun in 1969, quickly becoming a signature program for the college. It had the extremely capable and extended leadership of Dr. Genevieve Cory (until her retirement in 1994) who built the outstanding reputation (that continues today) of the program throughout the Bay Area, California, and the West Coast, copied by many. It was also the first kitchen and bath community college certificate program in the country to become accredited by NKBA (1988), as well as the first community college in California to have a Sustainable Design Certificate Program (2005). All these are difficult to measure but contribute to the success and reputation of the program.

### B. Future Program Expectations

Tools: San Mateo County's Largest Employers

<http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081>

Not applicable to interior design, as most are small, independently owned businesses and franchises.



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS**

Staffing Patterns in Local Industries & Occupations

<http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp>

Reflection: Describe how changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.

Industry (NAICS) (2)	Employment in California (1)		
	2010	2020	Numeric Change
Specialized Design Services (NAICS 541400 )	2,600	3,600	1,000
Architectural and Engineering Services (NAICS 541300 )	1,200	1,400	200
Furniture & Furnishings Merchant Whsle (NAICS 423200 )	300	300	0
Furniture Stores (NAICS 442100 )	300	400	100
Department Stores (NAICS 452100 )	100	100	0
Household and Institutional Furniture (NAICS 337100 )	100	100	0
Commercial Goods Merchant Wholesalers (NAICS 423400 )	100	100	0

Source: <http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp>

See analysis on the following page along with the DOL report.



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Arts and Design >

### Interior Designers

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Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | Similar Occupations | Contacts for More Info

### Job Outlook

About this section

Employment of interior designers is expected to grow by 19 percent from 2010 to 2020, about as fast as the average for all occupations. Designers will be needed to respond to consumer expectations that the interiors of homes and offices meet certain conditions, such as being environmentally friendly or more easily accessible.

Although the number of home remodeling projects that use interior designers is related to economic conditions, remodeling of large public spaces and facilities, such as hospitals, hotels, and schools, is often funded as part of a long-term project. Companies typically budget money over many years so that they can afford remodeling efforts when necessary, regardless of economic conditions. In addition, as part of creating their corporate image, more companies are expected to take advantage of opportunities to use new furnishing and design concepts to make their interior space easily identifiable.

Employment for interior designers in specialized design firms is expected to grow by 27 percent from 2010 to 2020. As interior designers focus on increasingly specialized design areas, there will be a greater need for them to collaborate with other designers and in other design-related fields.

#### Job Prospects

Job prospects should be better in higher income areas, because wealthier clients are more likely to engage in remodeling or renovating their homes.

Interior designers who specialize, such as those who design kitchens, may benefit by becoming an expert in their particular area. By specializing in a unique area of design, interior designers can use their knowledge of products to better fulfill customer requests.

#### Employment projections data for interior designers, 2010-20

Occupational Title	SOC Code	Employment, 2010	Projected Employment, 2020	Change, 2010-20		Employment by Industry
				Percent	Numeric	
Interior Designers	27-1025	56,500	67,400	19	10,900	[XLS]

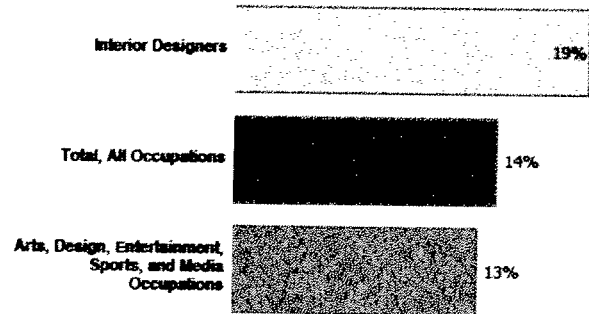
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

#### SUGGESTED CITATION:

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Interior Designers, on the Internet at <http://www.bls.gov/ooh/arts-and-design/interior-designers.htm> (visited December 16, 2012).

### Interior Designers

Percent change in employment, projected 2010-20



Note: All Occupations includes all occupations in the U.S. Economy.  
Source: U.S. Bureau of Labor Statistics, Employment Projections program

The future looks promising for the need for interior designers in the near future, not only in California and the San Francisco Bay Area, but also nationwide. The significant employment areas are in the specialized areas for both design and remodeling, including public spaces, hospitals, hotels and schools, many of which have delayed these projects due to the recession economy, and now they need to be done. Other specialized areas that are and will see an increasing number of jobs and opportunities are kitchen and bath design, as well as environmental friendly and accessible design (areas for remodeling) for the increase in the older population who want to age in place, and have the resources to do so. These are niche areas for the Canada College Interior Design Program, and give graduates the skills and expertise needed for these jobs.

## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

### 6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

Actions:

- Identify next steps to be taken and timelines.
- Identify questions that will serve as a focus of inquiry for the next year.
  - Determine the assessments; set the timeline for tabulating the data and analyzing results.
  - Describe what you expect to learn from the assessment efforts.

#### Action Plan for 2013-2014:

- Hire a replacement full-time faculty member (Spring/Fall 2013).
- Increase enrollment, through additional marketing and recruitment of students; continue to update department marketing materials, website, and club Facebook page for outreach and recruitment (on-going).
- Complete SLO assessment results, action, and follow-up for all remaining SLOs for all courses (each semester, on-going).
- Continue working with part-time faculty to more actively participate in department and college activities as well as fulfill all responsibilities (on-going)
- Continue updates and revisions to current courses and curriculum (on-going)
- Expansion of Computer Aided Drawing software and classes, include Kitchen and Bath specific software, Google Sketch-Up (2013-14)
- Update of department classroom and resource spaces to better meet changing needs (on-going)
- Development of hybrid/online course offerings (2014)
- Successfully complete the NKBA Reaccreditation process for the Kitchen & Bath Design Certificate (Fall 2013), effective for 5 years

### 7. Resource Identification

#### A. Faculty and Staff hiring requests

Actions:

- Explain how hiring requests will serve the Program/Division/College needs
- Use supporting data.

- The current program coordinator / full-time faculty member is retiring June 1, 2013. The college **must** replace her with another full-time faculty member for the program 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 – Residential and Commercial and Kitchen and Bath programs, the core of the program,



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

and the Sustainable Design program (the strength of the recently hired full-time faculty member). 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, Sustainability articulation, to name but a few.

- The Interior Design program coordinator responsibilities (as with other CTE programs) have more than doubled since the soon to retire full time faculty member took on the full-time teaching/coordinator position in 2002. Some examples of these added tasks include (but are not limited to), the addition (and several changes in reporting methods) of SLOs, PLOs, and ILOs, their assessment and reporting and updating on TracDat (since about 2009/2010), and the added 2 – 3 day site or online/virtual visit and increased documentation requirements for NKBA Program Re-Accreditation (since 2008 – the first year of the ever-expanding requirements since then). The continued accreditation of the Kitchen and Bath Certificate Program is critical to the continued success and growth of the department – the number of graduates/certificate recipients in this area has increased the last few years as noted in Section 3 C of this report. As mentioned previously, this is an important niche and signature program of the college. Students select Cañada specifically for this program.
- The department was extremely fortunate to hire an additional full time faculty member in December 2010 who began in January 2011. This has consolidated and stabilized the department faculty, with complementary areas of expertise, which with such diverse areas in the field, is critical to the growth and continued success of the program. This person also took over and updated the Architecture curriculum, and as a result, the numbers in each section have improved, both in average enrollment per section (29.7 in a room with a maximum capacity of 30), and the load (up to 499 in 2011/12, from a low of 437 in 2009/10). She also has expanded the Sustainable Design Certificate Program and courses, as a result, 2 of those students passed the exam in October 2012 to become CGBP (Certified Green Building Professionals).
- The adjunct faculty load is anticipated to continue to be somewhat stable– 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.
- The department website was completed and launched in April of 2011, another important marketing and outreach tool for the department. It along with the Student ASID/Interior Design club Facebook page has increased the visibility of the department and program, and are being well-maintained and up to date.
- 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,



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

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 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). Both 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.

### B. Professional Development needs

Actions:

- List the professional development activities the faculty and staff participated in this year.
- Explain how professional development activities in the past six years have improved student learning outcomes.
- Describe professional development plans for next year.

Support of professional development for all department faculty members, adjunct as well as full-time is essential to the health and vitality of the department. Interior Design is a fast changing field. It is essential that all faculty be current. These needs include, but are not limited to:

- Continue funding for NKBA Accreditation, currently \$600 each year, with anticipated reaccreditation expenses in 2012/2013 of \$1,200.00 to \$1,500.00, all of which is likely to increase in the next few years. This must be planned for and allocated. This accreditation is a vital part of the Cañada College Interior Design Program and its growth and success. This is an extensive self-study formal report and a 1 – 2 day on site visit, either in person or virtual on line. This requires additional release time for the program coordinator to plan, prepare for and execute as mentioned above without jeopardizing other administrative and classroom responsibilities.
- Financial support for attending major conferences, these include but are not limited to:
  - KBIS (Kitchen & Bath Industry Show) (travel costs up to \$500 limit per person as it is generally out of state, registration is free for full time faculty from Accredited NKBA Program),
  - IDEC (about \$500 registration fee plus travel),
  - Green Building Council (~\$500 registration fee plus travel),



### **COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS**

- Green CA Summit (\$300 registration plus travel), Greenbuild sponsored by USGBC (\$500+ registration plus travel), West Coast Green (\$300 registration plus travel), costs vary,
  - Other applicable professional conferences and seminars such as Annual Sustainability and Green Building Awards (\$100 registration plus travel), Green Collar Job Careers Summit, CA Higher Education Sustainability Conference,
  - Attendance for professional development (CEU) classes offered by professional organizations (and others), \$100 – 200 average
  - Support of green certification classes and exam (\$1000 plus \$50 annual maintenance fee) for a dedicated faculty member to teach those classes.
  - The costs of conferences and seminars vary from year to year, as the locations change and are difficult to attach a specific cost to. Many of these major conferences are out of state, not in California, which add to travel and lodging costs.
- 
- Continued curriculum development in all areas, but especially Sustainable Design as well as Universal Design. The Cañada Interior Design Program is a leader in these areas.
  - Training for selected faculty in developing on-line and hybrid courses and teaching distance education classes to increase enrollment.
  - Orientation and mentoring for new faculty, including teaching and classroom management techniques for those who are new to teaching.
  - Funds to catalog and scan History of Interiors slides to CD format to preserve and use – about \$5000, from the collections of Mary Ritter, former History of Interiors professor, recently donated to the department, and that of Dr. Nancy Wolford, current INTD professor, and the Asian Art Series slides from Betty Cornell, retired professor.

### **C. Instructional Equipment requests**

**Actions:**

- List instructional equipment requests (include item description, suggested vendor, number of items, and total cost).
- Explain how it will serve the Program/Division/College needs.

### **Instructional software:**

- 20/20 Kitchen and bath software 28-30 Free to NKBA Accredited Programs (We need a dedicated computer lab - number depends on number of computers and instructor for it)  
(This is the kitchen and bath industry standard cabinet and planning software.)
- Install Google Sketch-Up drawing program on all computers in a designated computer lab that Interior Design students and faculty would have access to, such as 16-110. It is a free program, so no cost to the college is involved, only installation and up-dates. It is





## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

size is the maximum that the current classroom can accommodate (and for this type of instruction) and maintain adequate clearances and exiting requirements.

The furniture (tables and chairs) in the other classroom, 13-17, was new in 2004 when Building 13 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).

### D. Facilities requests

#### Actions:

- List facilities requests (include custodial, repairs, maintenance, new building/lab/classroom, utility needs)
- Explain how the requests will serve the Program/Division/College needs.

- **Green Exploratorium:**

Develop the existing overflow parking area next to Lot 6 (by the Facilities building) to build a green-model-home to be used as a lab where students in the interior design program and other academic disciplines can have hands-on experience in applying best green building principles and practices. The center will be a design hub to explore, study, and train students in the use of energy assessment tools and software; grey water, waste recycling applications, combination of different construction materials such as straw bale, advanced framing techniques, state-of-the-art windows, passive solar design, landscaping, and recycled and other environmentally friendly products.

- Estimated cost: \$450,000

- The department facilities, while having had some cosmetic changes in the last 9 years, are in dire need of updating. Things such as **more electrical outlets (in the floor)** that do not require trailing cords, given the increase use of laptop computers and tablets for note taking and class-related projects, 'fresh' materials, such as new laminate countertops, sufficient storage facilities for department resources, part-time faculty use, updated visuals and presentation equipment are essential to teaching and preparing students for the work world.

- **Replacement laminate countertops in 13-13, 13-13A, and 13-17:**



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

These are the original laminate countertops, and the edges have routinely come loose and much of it is stained or chipped. If the department is to remain in the current space, these 3 countertops (13-13, 13-13A, and 13-17) must be replaced with another laminate.

Laminate countertop and back splash replacement, ~ 80 total lineal feet x 2 feet deep, \$20 - \$30/lineal ft. installed  
**\$2400 + tax installed**

- The cabinets and other storage for materials samples and resources are inadequate for today's needs, most of it original to the building (from 1968). The sliding door cabinets in the back of 13-17, as well as the shelves and cabinets in 13-13A (back resource room) are an inefficient use of space and storage solution. The painting of 2 opposite walls in both classrooms in the last 2 years had been an inexpensive (thanks to donations of paint and the Student ASID chapter) and positive solution for the otherwise drab and dated classrooms. Inefficient and problematic fluorescent light fixtures make some color selections for projects challenging for students.
- An ongoing facilities request is to find and reactivate at least 2 floor duplex outlets in 13-13 for students to use lap-top or tablet computers without cords trailing across paths of travel as well as several additional outlets for the floor in 13-17. Students more and more use tablets and laptop computers for note taking and selected projects and while the rooms do have the wireless internet connections, there are an extremely limited number of outlets available that do not cause power cords to trail across paths of travel, a tripping hazard.
- Computer lab for Interior Design Program use that includes computers not only with the latest version of Auto CAD, but also Revit, Photo Shop, Google Sketch-Up, and 20/20 for Kitchen and Bath Design, along with an adequately sized color printer and plotter. This can be a shared space with other programs. The availability of this greater variety of software is essential for our students to become more employable.
- Semi-secure display space for both 2 and 3 dimensional student projects in both interior design classrooms, currently 13-13 and 13-17, and adequate storage for projects needed for NKBA and any other accreditation visits.
- Secure display space external to the department for the greater campus community to see student work, space (unlike the current art gallery) that does not require monitoring in order to be open.
- Update of resource room, display, and classroom facilities in general. This would be a renovation and revamping of existing facilities to update to meet current needs, which have changed dramatically since the department opened more than 40 years ago. This would also include the incorporation of semi-secure, in-department display space. The space, which is limited and with severe structural limitations, is not being used optimally, given the changes in the profession, display, and resource needs.





## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- The addition of another space, such as a small room, which could be used as a lab for students to actually design, construct, and create actual room scenarios for a given class – practical application of concepts learned in classes. This space could also include framed construction walls of different types for students to see how buildings are constructed, application of Green/Sustainable design concepts, etc.
- Adequate and secure faculty storage and office space with a computer for adjunct faculty members to work in and meet with students during office hours. There is currently no dedicated space other than the division faculty workroom that is shared by the entire division.
- All of the above will enhance the space and learning that goes on in the Interior Design Program, which is constantly changing.
- Hopefully, all of these can be incorporated in a new building space for the Workforce Development programs, should another bond measure provide for this. It will greatly enhance the interior design program.

### E. Office of Planning, Research & Student Success requests

Actions:

- List data requests for the Office of Planning, Research & Student Success.
  - Explain how the requests will serve the Program/Division/College needs.
- The combining of the data packets for ARCH and INTD into one set is essential. This request has been made for the past 2 years. 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. Need to consider cross-listing specific courses, such as ARCH 110 and the Sustainable Design specific courses (currently INTD 400, 401 and 403), so they are listed with both prefixes, attract more students, and are easier to find.
  - Another data request that has been made, which occasionally has been available in the past, is the percentage of students that desire classes in the day only (or preferred) and the evening only (or preferred) in the Interior Design/Architecture program. This does fluctuate with the ever-changing demographics, but with the reduction of course offerings available each semester, it is critical to the scheduling of classes, projecting healthy enrollments, and therefore minimize or eliminate the cancellation of classes, and having students move through the program in a timely and efficient fashion. While we have no hard numbers for the last year or so, there are always students who clamor for evening classes, yet when they are offered in that time slot, the enrollment is not what is anticipated. Some recent examples (source: Banner enrollment reports):



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**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS**

- Fall 2012: INTD 270 – Kitchen Design – 12 students (not offered at night in about 5 or more years)
- Spring 2012: INTD 271 – Bath Design – 14 students (not offered early evening or at night in at least 2 years)  
INTD 250 – Professional Practices – 15 students (to our knowledge, this was the first time this course was offered in the evening, at least since the early 1980s)
- Fall 2011: INTD 175 – Residential Design (a required course for AS degree and all 5 certificates) – 18 students



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS  
EXECUTIVE SUMMARY  
TO BE SUBMITTED TO THE SMCCCD BOARD OF TRUSTEES  
(2 page maximum)**

**Program Title:** Interior Design and Architecture

**Program Vision and Mission** (refer to #3B)

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.

**Program Strengths**

- 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, are retained, complete their degree and/or certificate requirements, and those seeking jobs after completion most often seek applicable employment.
- The Sustainable Design certificate program, another niche for the department was helped by participation in the HERO grant (2010-2013), which provided necessary energy efficient testing equipment for use in those classes.

**Program Challenges**

- 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. Building 13 is inadequate and out of date, new facilities that adequately support the current technological, electrical, and storage requirements are essential.
- The NKBA Accreditation of the Kitchen & Bath Certificate Program is an important aspect and a signature program of the college, with graduates entering, gaining certifications, and being successful practicing professionals. This needs to continue with support for the accreditation process in the 2013/14 academic year and beyond.
- There is the critical need for an additional full-time faculty with a retirement of the tenured person in June 2013.
- Continue to update the department website, club Facebook page, and marketing materials for outreach and marketing of the program and the variety of offerings.



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

### Action Plan Summary (refer to #6)

Most students (typically more than 80%) successfully complete their classes and the expected Student Learning Outcomes for each class, as well as a high number completing their desired degree, certificate(s), and/or transfer. These are looked at and evaluated each time the course is taught, which varies from each semester to once every 4 semesters. The faculty work hard to insure that students do succeed and pass each course, as well as complete the certificate/degree/transfer requirements. A limited number of prerequisites are in place to help insure that students are ready for each course and successful. While the department tries hard to offer all courses, especially advanced/capstone courses as frequently as possible, this has not been the case the past 2 years, wanting to insure healthy enrollment. Lower than desired enrollment is no longer an option.

The students who complete and graduate from the Interior Design Program in the AS degree and five certificates do become successful, accredited, practicing professionals. While difficult to measure or get accurate hard data, anecdotal information is available and appears to support this.

It is clear the workload for all faculty (full and part time) has increased, but particularly that of the Program Coordinator that has doubled in the last 6 years. More is being asked of all faculty in terms of accountability and specific course learning. In addition to the requirements of the college and state, Career/Tech programs such as the Interior Design Program have an additional nationally recognized external accreditation (NKBA Accredited Program) reporting, a site visit as well as a self-study document every 5 years (2013), equipment and materials requests, networking with local professionals, etc.

#### **Action Plan for 2013-2014:**

- Hire a replacement full-time faculty member (Spring/Fall 2013).
- Increase enrollment, through additional marketing and recruitment of students; continue to update department marketing materials, website, and club Facebook page for outreach and recruitment (on-going).
- Complete SLO assessment results, action, and follow-up for all remaining SLOs for all courses (each semester, on-going).
- Continue working with part-time faculty to more actively participate in department and college activities as well as fulfill all responsibilities (on-going)
- Continue updates and revisions to current courses and curriculum (on-going)
- Expansion of Computer Aided Drawing software and classes, include Kitchen and Bath specific software, Google Sketch-Up (2013-14)
- Update of department classroom and resource spaces to better meet changing needs (on-going)
- Development of hybrid/online course offerings (2014)
- Successfully complete the NKBA Reaccreditation process for the Kitchen & Bath Design Certificate (Fall 2013), effective for 5 years



## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

### EVALUATION OF THE PROCESS

To improve the Comprehensive Program Review and Analysis process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of this process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

#### **Program Title: Interior Design and Architecture**

Estimate the total number of hours to complete your Program Review. At least 75 hours between us.

1. Was the time frame for completion of the Comprehensive Program Review and Analysis adequate? If not, explain.

No, there is never enough time, and more and slightly different information is required each time, along with teaching, other college responsibilities and deadlines.

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

Yes, an improvement from the past (6 years ago), though we don't always have the information to answer some of the questions, especially related to PLOs and their assessment as that is in the formative stage, along with being challenging for CTE programs.

3. Were the questions relevant? If not, please explain and offer specific suggestions.

Yes, generally, less redundancy than previously, though data of the success of students is difficult, if not impossible to obtain and is mostly anecdotal and neither the program nor the college has an effective way of gathering it. That needs to be corrected.

4. Did you find the Comprehensive Program Review and Analysis process to have value? If not, please explain and offer suggestions.

Some value, though with the recent expansion of the Annual Program Plans, there wasn't that much additional information required. Much of what is requested is difficult to obtain and/or analyze.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?



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## COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

The data we received is fine, but again, we would like the ARCH and INTD data combined into one set as well as data regarding day vs. evening students. The college needs to figure out a way of tracking graduates (AS, transfer, and Certificate), as that is difficult if not impossible to do, and that is one of the measures of success of a CTE/transfer program. Getting the correct report off of tracDAT was challenging, a data entry error was easy to do, made a difference, and required a lot of time figuring it out and finding the right set of boxes to click to get what was wanted. Need to continue working on that.

6. Please offer any comments that could improve and/or streamline Comprehensive Program Review and Analysis process.

Separate the 3 programs (Fashion Design, Interior Design & Architecture, and Multimedia) back into individual programs for this purpose, including Program Learning Outcomes. Each is unique and we each do separate annual and comprehensive program reviews, so what is the point? Provide all the data (especially that on completers) that is needed to complete this document.



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**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS  
CHECKLIST**

- All Annual Program Plans since the last Comprehensive Program Review process
- Completed Executive Summary page
- Completed Evaluation of the Process page
- Additional data

**Program Title:** Interior Design and Architecture    **Date Submitted:** March 29, 2013

**Review Committee Chair** [Click here and type]

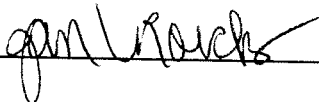
**Review Committee Members** [Click here and type]

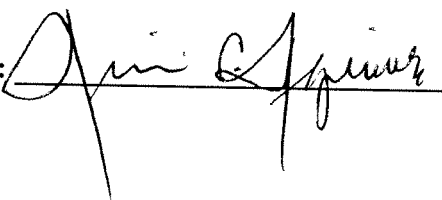


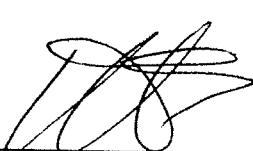
**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS  
INSTITUTIONAL RESPONSE SHEET**

**Program Title:** [Click here and type]

Thank you for your time and effort in preparing this Comprehensive Program Review and Analysis. Your Executive Summary, with recommendations, will be forwarded to the College Planning Council.

**1. Division Dean Signature:**  **Date:** 4/26/13  
Comments:

**2. Curriculum Committee Chair:**  **Date:** 4/26/13  
Comments:

**3. College Vice President:**  **Date:** 4/26/13  
Comments:





**Comprehensive Program Review Feedback Form – Curriculum Committee**

**Program** Interior Design **Division** Business and Workforce Development

**Curriculum Committee Member(s) Reviewers** Soraya Sohrabi **Date Reviewed** 5/15/13

**The purpose of this form is to provide feedback to the Department/Program.**

<b>I. Program Learning Outcomes Assessment Cycle (PLOs)</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Reviewed 5-year data and identified changes that occurred in the program as a result of PLO assessment cycle.	Click here to enter text.	Some Data but not on PSLO – and no analysis	Click here to enter text.	Click here to enter text.
2. Explained how the assessment plan for PLOs measured quality and success of each program.	Not provided	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Summarized assessment results of PLOs.	Not provided	Click here to enter text.	Click here to enter text.	Click here to enter text.
4. Described and summarized other data that reveals program performance.	Click here to enter text.	Some information but no analysis	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

<b>II. Curriculum offerings and Student Learning Outcomes Assessment Cycle (SLOs)</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Provided TracDAT and CurricUNET data in the appendix.	Click here to enter text.	Click here to enter text.	Click here to enter text.	The link to tracdat and Curricunet is

**Comprehensive Program Review Feedback Form – Curriculum Committee**

				listed and there is some information from Tracdat in the document; I don't have access to trackdat information.
2. Identified patterns of curriculum offerings.	Click here to enter text.	Click here to enter text.	Click here to enter text.	<b>X</b>
3. Reviewed the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.	Click here to enter text.	Only 2012-13 is listed	Click here to enter text.	Click here to enter text.
4. Identified strengths of the curriculum.	Click here to enter text.	Click here to enter text.	Click here to enter text.	<b>X</b>
5. Identified issues and possible solutions.	Click here to enter text.	Click here to enter text.	Click here to enter text.	<b>X</b>
6. Identified plans for future curricular development and/or program modification.	Not listed	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

III. Program Level Data	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Reviewed 5-year data to describe trends in student success, retention, demographics.	Not Provided	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Analyzed trends and discussed plans to address significant findings.	Click here to enter text.	Click here to enter text.	<b>X</b>	Click here to enter text.

**Comprehensive Program Review Feedback Form – Curriculum Committee**

3. Identified changes in business, community and employment needs, new technology, and new transfer requirements could affect the Program.	Click here to enter text.	Click here to enter text.	Click here to enter text.	<b>X</b>
Comments/Questions: Click here to enter text.				

<b>IV. Action Plan</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Identified reflections on Department/Program needs and goals.	Not provided	Click here to enter text.	Click here to enter text.	Click here to enter text.
2. Identified an action plan as a focus of inquiry for the next year.	Click here to enter text.	Plans are listed but methods of assessment are not provided.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

<b>Va. Faculty and Staff hiring needs</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Justification is consistent with accurate data and fits Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	<b>X</b>
Comments/Questions: Click here to enter text.				

<b>Vb. Professional Development needs</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Identified professional development activities that faculty and staff	Not provided	Click here to enter text.	Click here to enter text.	Click here to enter text.



**Comprehensive Program Review Feedback Form – Curriculum Committee**

participated in the past 6 years and				
2. Identified how professional development improved student learning outcomes (SLOs).	Not provided	Click here to enter text.	Click here to enter text.	Click here to enter text.
3. Identified professional development plans for next years.	Click here to enter text.	Click here to enter text.	<b>X</b>	Click here to enter text.
4. Justification is consistent with Department/Program needs.	Click here to enter text.	Click here to enter text.	<b>X</b>	Click here to enter text.
Comments/Questions: Click here to enter text.				

<b>Vc. Classroom and Instructional Equipment needs</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Completed source/cost information (item description, suggested vendor, number of items, total cost).	Click here to enter text.	Click here to enter text.	Click here to enter text.	<b>X</b>
2. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	<b>X</b>
Comments/Questions: Click here to enter text.				

<b>Vd. Office of Planning, Research &amp; Student Success data needs</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>
1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	<b>X</b>
Comments/Questions: Click here to enter text.				

<b>Ve. Facility needs</b>	<b>Incomplete information</b>	<b>Complete information, some analysis</b>	<b>Complete information, analysis</b>	<b>Complete information, analysis, plan</b>



### Comprehensive Program Review Feedback Form – Curriculum Committee

1. Justification is consistent with Department/Division/College needs.	Click here to enter text.	Click here to enter text.	Click here to enter text.	<b>X</b>
Comments/Questions: Click here to enter text.				

VI. Executive Summary	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
1. Identified program vision and mission	Click here to enter text.	Click here to enter text.	<b>X</b>	Click here to enter text.
2. Identified program strengths.	Click here to enter text.	Click here to enter text.	<b>X</b>	Click here to enter text.
3. Identified program challenges.	Click here to enter text.	Click here to enter text.	<b>X</b>	Click here to enter text.
4. Identified action plan summary	Click here to enter text.	Click here to enter text.	<b>X</b>	Click here to enter text.
Comments/Questions: Click here to enter text.				

**Other/General Comments:**  
Click here to enter text.

Curriculum Committee Chair Signature

*[Handwritten Signature]*

Date

5/17/13

VPI Signature

*[Handwritten Signature]*

Date

5/20/13