

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Design & Digital Media

Response Types: All Responses Types

1 Executive Summary

0 Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

- The Cañada College Interior Design Program is successful at preparing students to enter the diverse areas of the Interior Design profession.
- Students are successful in their course work and are retained, and complete their degree and/or certificate requirements.
- The renewal of the Program's Accreditation Status by the National Kitchen Bath Association (NKBA) for the next seven years. Cañada students consistently win the NKBA Excellence Award and we are proud of their contribution to this prestigious honor. This Accreditation of the Kitchen & Bath Certificate Program is an important aspect and signature of the college, with graduates entering, gaining certifications, and being successful professionals. This needs to continue with support (i.e. additional release time) for the process for the 2017/2018 academic year.
- There is a continual need for updating instructional materials, equipment, and facilities to meet the ever-changing needs of the profession and adequately prepare students.
- Continue to update the department new identity, and the website, for outreach and marketing of the program and the variety of offerings.
- Continue to support the interior design student club as an integral part at preparing students to enter in the workforce.
- Keep searching for possible partnership with local businesses to strength our certificates.

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

2 Program Context

1 Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Design & Digital Media

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

Career Technical ?Basic Skills ?Transfer ?Lifelong Learning

Mission Statement:

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.

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

2 Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes".

Response Detail

No Response Information to Display

Narrative

While the Interior Design Program has focus primarily on career preparation, we have some students with no previous post secondary degree looking to transfer to a four year university. A goal of the program is to smooth the preparation and articulation process for those students who plan to transfer, primarily with San Francisco State and San Jose State, where our students typically tend to go. Both of these programs, as with several other of the CSU Interior Design Programs, are impacted, which means this preparation is very critical, including the application and portfolio process. We have addressed this issue advising our students to take some classes that are not included in the articulation agreement with SFSU in particular (the Space Planning course is one of those examples); this will prepare them to work on specific requirements to be successful through the application process. Whereas our students did not seek this as much before (most already had a bachelor's degree or higher), we have seen an increase in recent years specially with international students. There is a plan to unbank and update the Portfolio course that was a part of the program several years ago as well as adding new courses or updating active courses to align with curricula in 4-year institutions+.

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

3 Community and Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program?. If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Design & Digital Media

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

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

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

The other changing need and increased demand for designers is in the design for the rapidly growing aging population who wants to age in place and adapt their homes to meet them. According to the US Bureau of Labor Statistics, "Employment of interior designers is projected to grow 4 percent from 2014 to 2024." Designers will be needed to respond to consumer expectations that the interiors of homes and offices meet certain conditions, such as being environmentally friendly and more easily accessible." <https://www.bls.gov/oo/arts-and-design/interior-designers.htm#tab-6>

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

The INTD advisory committee and faculty members meet every semester (April 18th, 2017, is the next scheduled meeting) to analyze and discuss the current and future situation of our program. In the last meeting that took place November 10th, 2016, we agreed to consolidate and streamline the coursework required for the completion of the Certificate of Achievements in the Interior Design Program that reflects the changes in the job market including computer software update.

It is important to mention that for the last two years, including this current spring semester, job opportunities as well as internships offer have increased for our students. The recovery of the construction sector has been steadied providing a better future for interior designers.

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

3	Looking Back
---	--------------

4	Curricular Changes
---	--------------------

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Design & Digital Media

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

All architecture and interior design course outlines had been revised following the two years cycle mandated by the state (last cycle was December 2016). Significant changes were made for courses and the degree and certificates were reviewed in fall 2016 with the approval of the Curriculum Committee. The review process will continue in 2017-2018 academic year following the curriculum schedule for any necessary updates and/or revisions.

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

The Advisory Committee and faculty members met and agreed to consolidate and streamline the coursework for the completion of the Certificate of Achievements. Effective fall 2017, we have three active certificates. Those are: Interior Design Certificate of Achievement, including the AS Degree in Interior Design; the Home Staging Certificate of Achievement; and the Kitchen and Bath Certificate of Achievement.

Changes:

Interior Design Certificate of Achievement, AS Degree in Interior Design

1. Complete Core Courses, 37.0 units.
2. Choose a minimum of 3 units from selective courses for a total of 40.0 units for Certificate completion.
3. Complete required General Education coursework and electives as needed to meet the minimum 60 units required for the Associate degree.

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

Kitchen and Bath Certificate of Achievement (Accredited by NKBA).

1. Complete Core Courses, 35.0 units.
2. Choose a minimum of 6 units from selective courses for a total of 41.0 units for Certificate completion.

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

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

5.A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Design & Digital Media

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

The recommendations from the 3/6/2015 Annual Program Plan Feedback form (http://canadacollege.edu/programreview/1415/IPRFeedback_Spring%202015_INTD.pdf), were reviewed and addressed as necessary. The following are the items analyzed:

- Does this imply that these newer students need more help with college level writing or other level of study skills or support? Consider articulation with private schools which are not impacted.
 - That is not the situation. We have addressed this issue advising our students to take some classes in the program that are not included in the articulation agreement with SFSU in particular (the Space Planning course is one of those examples; this course is not included in the agreement because it is an upper division class at SFSU); this will prepare them to work on specific requirements to be successful through the application process.

In regard to private schools, students have shown interest to transfer to public schools so far. It is up to the student to select which school to attend, and we always offer our advice or recommendations when requested. We have not heard of any impediment, with the exception of tuition, to apply for those schools.

- * What happened to the green curriculum? Consider cohort model for added support

- The Green Certificate was banked three or four years ago due to industry changes after the introduction in California of the green building code as part of the California Code of Regulations. There is no a specific job or career in the job market under the title of green interior designer or green architect. What we did instead was to require for the Interior Design Certificate and the AS Degree, the course, Principles of Sustainable Design, that addresses the existing code in CA, providing our students with what they need to know and apply to any project they work on.

- * No impact of student success and learning mentioned. Please clarify the hours that would be available to students if an assistant is hired. If data packet is incorrect please provide new data to confirm statement.

- The only impact of student success we might experience is in regard to class cancellation specially with those specialized courses for the Kitchen and Bath Design Certificate. Our program has a good completion and retention rate through years.
 - Our goal is to hire a new full time faculty. But if the assistant is hired, hours of contact will be assigned based on contract.

- * Schedule of classes – does it allow students to complete? Consider doing a survey or focus group to explore offering online courses.

- As mentioned above, we try to schedule our classes to help our students completing the required courses, unless class cancellation occurs.
 - At this point, we are not considering online courses. Interior Design depends on hands-on-exercises and visual experiences.

- * Consider tracking students who have internships. Offer a focus group to student who do not complete the program. Need data on amount of time it takes for declared Interior design student to complete the program.

- We have been in communication with the Alumni Relations Manager to create some tools that can help us to track students after graduating.
 - Not all our students are full timers. A good number of students can only take one to two classes every semester, but despite this, we have around 20 to 25 students graduating every May.

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

5.B. Progress Report - Prior Action Plans

Provide a summary of the progress you have made on the strategic action plans identified in your last program review.

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Design & Digital Media

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

The recommendations from the 3/6/2015 Annual Program Plan Feedback form (http://canadacollege.edu/programreview/1415/IPRFeedback_Spring%202015_INTD.pdf), were reviewed and addressed as necessary. The following are the items analyzed:

- Does this imply that these newer students need more help with college level writing or other level of study skills or support? Consider articulation with private schools which are not impacted.
 - That is not the situation. We have addressed this issue advising our students to take some classes in the program that are not included in the articulation agreement with SFSU in particular (the Space Planning course is one of those examples; this course is not included in the agreement because it is an upper division class at SFSU); this will prepare them to work on specific requirements to be successful through the application process.

In regard to private schools, students have shown interest to transfer to public schools so far. It is up to the student to select which school to attend, and we always offer our advice or recommendations when requested. We have not heard of any impediment, with the exception of tuition, to apply for those schools.

- * What happened to the green curriculum? Consider cohort model for added support

- The Green Certificate was banked three or four years ago due to industry changes after the introduction in California of the green building code as part of the California Code of Regulations. There is no a specific job or career in the job market under the title of green interior designer or green architect. What we did instead was to require for the Interior Design Certificate and the AS Degree, the course, Principles of Sustainable Design, that addresses the existing code in CA, providing our students with what they need to know and apply to any project they work on.

- * No impact of student success and learning mentioned. Please clarify the hours that would be available to students if an assistant is hired. If data packet is incorrect please provide new data to confirm statement.

- The only impact of student success we might experience is in regard to class cancellation specially with those specialized courses for the Kitchen and Bath Design Certificate. Our program has a good completion and retention rate through years.
 - Our goal is to hire a new full time faculty. But if the assistant is hired, hours of contact will be assigned based on contract.

- * Schedule of classes – does it allow students to complete? Consider doing a survey or focus group to explore offering online courses.

- As mentioned above, we try to schedule our classes to help our students completing the required courses, unless class cancellation occurs.
 - At this point, we are not considering online courses. Interior Design depends on hands-on-exercises and visual experiences.

- * Consider tracking students who have internships. Offer a focus group to student who do not complete the program. Need data on amount of time it takes for declared Interior design student to complete the program.

- We have been in communication with the Alumni Relations Manager to create some tools that can help us to track students after graduating.
 - Not all our students are full timers. A good number of students can only take one to two classes every semester, but despite this, we have around 20 to 25 students graduating every May.

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

6.A. Impact of Resource Allocations

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Design & Digital Media

Response Types: All Responses Types

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

Response Detail

No Response Information to Display

Narrative

There is a possibility, in the near future, for a part-time instructional aide or student assistant to assist with selected studio supervision (i.e. ARCH 110 – Interior Architectural Drafting, INTD 128 Presentation Techniques, INTD 360 – Computer Applications for Interior Designers, (a student assistant was hired in fall 2016), department maintenance tasks such as the resource library, displays, equipment, assistance with recruitment of students, and other appropriate administrative tasks (i.e. inputting and maintaining SLOs and PLOs on TracDAT), all of which are currently being done by the program coordinator (hit and miss, delayed, or not done at all) in addition to those current administrative tasks and teaching 4 or 5 different courses each semester. The decision to move forward requesting an instructional aide will be based on enrollment situation, however, the goal will be hiring a new full time faculty.

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 have spent doing these activities, but can estimate at least 3 – 4 hours per day, and an additional 4 – 5 hours (or more) on Fridays. It is not unusual to be doing these types of activities routinely on weekends, during all breaks (spring, summer, and winter vacations). The full time faculty meet with students during these times on a regular basis, keep up on email and phone call inquiries and requests year-round, cull old resource materials, update curriculum, follow up with part-time faculty, complete reports such as this to name a few of the activities.

The current furniture for drafting in 13-13 is wearing out. The drafting chairs are over 14 years old and no longer easily adjustable, not to mention many are stained. The drafting tables and Borco covers are at least 12 years old, are dirty, and were not meant to withstand the heavy use of a classroom setting – screws that hold the tops at a slant are stripped, the Borcoco covers are dirty and slipping down. This is a major expense, but necessary for the multiple classes that require their use for instruction. The size of the tops is good (smaller would not work), and 30 of that size is the maximum that the current classroom accommodates (it is difficult to maintain clearances specially in the back rows).

The furniture (tables and chairs) in the other classroom, 13-17, was new in 2004 when the building was given a facelift and seems to be holding up well. There is seating for 43 students and 1 instructor, which makes the room overcrowded, specially in the area with the suspended ceiling. This section of the classroom makes teaching difficult due to the noise coming from the HVAC system.

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

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

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

6.B. Impact of Staffing Changes

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Design & Digital Media

Response Types: All Responses Types

Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

There is a possibility, in the near future, for a part-time instructional aide or student assistant to assist with selected studio supervision (i.e. ARCH 110 – Interior Architectural Drafting, INTD 128 Presentation Techniques, INTD 360 – Computer Applications for Interior Designers, (a student assistant was hired in fall 2016), department maintenance tasks such as the resource library, displays, equipment, assistance with recruitment of students, and other appropriate administrative tasks (i.e. inputting and maintaining SLOs and PLOs on TracDAT), all of which are currently being done by the program coordinator (hit and miss, delayed, or not done at all) in addition to those current administrative tasks and teaching 4 or 5 different courses each semester. The decision to move forward requesting an instructional aide will be based on enrollment situation, however, the goal will be hiring a new full time faculty.

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 have spent doing these activities, but can estimate at least 3 – 4 hours per day, and an additional 4 – 5 hours (or more) on Fridays. It is not unusual to be doing these types of activities routinely on weekends, during all breaks (spring, summer, and winter vacations). The full time faculty meet with students during these times on a regular basis, keep up on email and phone call inquiries and requests year-round, cull old resource materials, update curriculum, follow up with part-time faculty, complete reports such as this to name a few of the activities.

The current furniture for drafting in 13-13 is wearing out. The drafting chairs are over 14 years old and no longer easily adjustable, not to mention many are stained. The drafting tables and Borco covers are at least 12 years old, are dirty, and were not meant to withstand the heavy use of a classroom setting – screws that hold the tops at a slant are stripped, the Borco covers are dirty and slipping down. This is a major expense, but necessary for the multiple classes that require their use for instruction. The size of the tops is good (smaller would not work), and 30 of that size is the maximum that the current classroom accommodates (it is difficult to maintain clearances specially in the back rows).

The furniture (tables and chairs) in the other classroom, 13-17, was new in 2004 when the building was given a facelift and seems to be holding up well. There is seating for 43 students and 1 instructor, which makes the room overcrowded, specially in the area with the suspended ceiling. This section of the classroom makes teaching difficult due to the noise coming from the HVAC system.

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

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

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Design & Digital Media

Response Types: All Responses Types

4 Current State of the Program

7 Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

Response Detail

No Response Information to Display

Narrative

The data from table Productivity by Years reflects slight increase in FTES, 59.02, in comparison to 2014-15, with a Load of 416 and Fill Rates of 76.2% with two courses cancelled. The data corresponding to the Interior Architectural Drafting, ARCH 110, has not been included anywhere in the packet despite requesting this information for several years.

The data from table Productivity by Semesters reflects an increase in FTES, 30.92 and 29.56 respectively, with a Load of 401 in 2015 and 430 in 2016 in comparison to 2014-15. Fill Rates of 74.8% and 75.6% reflects an increment in enrollments in 2016. with two courses cancelled. The data corresponding to the Interior Architectural Drafting, ARCH 110, has not been included anywhere in the packet despite requesting this information for several years.

The data from table Productivity by Courses by Semesters reflects slight increase in FTES, 29.46 in fall 2015 with a Load of 403 versus 392 in 2014. Fill Rate was at 77%. In spring 2016 the FTES was 29.56, with a Load of 430 and a Fill Rate of 76%. The data corresponding to the Interior Architectural Drafting, ARCH 110, has not been included anywhere in the packet despite requesting this information for several years.

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

One significant issue in this analysis is the fact that the maximum enrollment for most of our courses is set between 30 and 45 students. For a CTE program offering specialized courses it is unreasonable to expect sections filled to that level. That is why we strongly recommend the revision of the class size maxima.

In spite of the data shown on the table, our program has a relative high retention and certificate completion rate. The table Course Success and Retention Annually, shows an increment in enrollment from the year 2014/15 with 587 in 2015/16 and a Retention Rate of 91.0%. Under Course Success and Retention by Semester, the Retention Rate was 89.2% in fall 15 with 94.0% in spring 15 and 92.6% in spring 16. These data reflects the information shown in the Table Course Success and Retention by Courses with most courses having a Retention Rate above 90%.

We have been experiencing an increment in enrollment, specially with introductory courses which are the feeders to our program. An active student club, a new Dean, and a collective effort in promoting our programs have been an integral part in our success. It is also important and critical to highlight the commitment and expertise of our part-time faculty members that makes possible our students success.

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

8-A. Access & Completion

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Design & Digital Media

Response Types: All Responses Types

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Response Detail

No Response Information to Display

Narrative

The data from table Productivity by Years reflects slight increase in FTES, 59.02, in comparison to 2014-15, with a Load of 416 and Fill Rates of 76.2% with two courses cancelled. The data corresponding to the Interior Architectural Drafting, ARCH 110, has not been included anywhere in the packet despite requesting this information for several years.

The data from table Productivity by Semesters reflects an increase in FTES, 30.92 and 29.56 respectively, with a Load of 401 in 2015 and 430 in 2016 in comparison to 2014-15. Fill Rates of 74.8% and 75.6% reflects an increment in enrollments in 2016. with two courses cancelled. The data corresponding to the Interior Architectural Drafting, ARCH 110, has not been included anywhere in the packet despite requesting this information for several years.

The data from table Productivity by Courses by Semesters reflects slight increase in FTES, 29.46 in fall 2015 with a Load of 403 versus 392 in 2014. Fill Rate was at 77%. In spring 2016 the FTES was 29.56, with a Load of 430 and a Fill Rate of 76%. The data corresponding to the Interior Architectural Drafting, ARCH 110, has not been included anywhere in the packet despite requesting this information for several years.

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

One significant issue in this analysis is the fact that the maximum enrollment for most of our courses is set between 30 and 45 students. For a CTE program offering specialized courses it is unreasonable to expect sections filled to that level. That is why we strongly recommend the revision of the class size maxima.

In spite of the data shown on the table, our program has a relative high retention and certificate completion rate. The table Course Success and Retention Annually, shows an increment in enrollment from the year 2014/15 with 587 in 2015/16 and a Retention Rate of 91.0%. Under Course Success and Retention by Semester, the Retention Rate was 89.2% in fall 15 with 94.0% in spring 15 and 92.6% in spring 16. These data reflects the information shown in the Table Course Success and Retention by Courses with most courses having a Retention Rate above 90%.

We have been experiencing an increment in enrollment, specially with introductory courses which are the feeders to our program. An active student club, a new Dean, and a collective effort in promoting our programs have been an integral part in our success. It is also important and critical to highlight the commitment and expertise of our part-time faculty members that makes possible our students success.

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Design & Digital Media

Response Types: All Responses Types

8-B. Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail

No Response Information to Display

Narrative

The Interior Design Program does not have any online course at this point.

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

9.A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail

No Response Information to Display

Narrative

Course SLOs have been systematically assessed at least once/4 years, however we need to update and upload the SLOs into the system for our program. Depending on the individual courses, the assessment tool varies, but we have been using the same form for all our courses. Most interior design and architecture courses are project based, a culmination of the skills learned and then applied in a project in a particular class. These projects then make up the student's portfolio which at the completion of a certificate or degree, show the proficiency in the skills and concepts learned, which should then enable students to gain employment (should they seek it) in the field or transfer to a 4-year institution to complete the bachelor's degree in Interior Design. Likewise, with three different certificates as fall 2015, each with their own course requirements, it has been difficult to collect the SLOs from some part-time faculty each year.

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Design & Digital Media

Response Types: All Responses Types

9.B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment? Cite specific examples.

Response Detail

No Response Information to Display

Narrative

We need to update and upload the SLOs for our program. At this point recommendations from the previous SLOs assessment cycle as well as improvements are not available.

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan. 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?

Response Detail

No Response Information to Display

Narrative

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

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

Student Design Competition Award Recognition, by year, 2001 – 2016
 Cañada College Interior Design Program
 (Sources: competition sponsor, organization press releases)

Sponsoring organization/event	Year	No. of Recipients
NKBA Student Kitchen Design Competition (national)	2001	1
San Francisco Student Career Forum Design Competitions	2001	1
San Francisco Student Career Forum Design Competitions	2002	4
San Francisco Student Career Forum Design Competitions	2003	3
San Francisco Student Career Forum Design Competitions	2004	2
San Francisco Student Career Forum Design Competitions	2005	7

San Francisco Student Career Forum Design Competitions 2006 CA Peninsula Chapter ASID Design Awards 2006	6 1 team, 5 students
San Francisco Student Career Forum Design Competitions 2007 CA Peninsula Chapter ASID Design Awards 2007 IIDA National Student Sustainable Design Competition 2007	2 2 1
San Francisco Student Career Forum Design Competitions 2008 CA Peninsula Chapter ASID Design Awards 2008	2 2
San Francisco Student Career Forum Design Competitions 2009 CA Peninsula Chapter ASID Design Awards 2009	5 1 team, 7 students
NKBA/GE Kitchen Charette (national competition) 2010 San Francisco Student Career Forum Design Competitions 2010	2 9
San Francisco Student Career Forum Design Competitions 2011	4
NKBA/GE Kitchen Charette (national competition) 2012 NKBA Student Kitchen Design Competition (nat. comp.) 2012	1 1
San Francisco Student Career Forum Design Competitions 2012 San Francisco Student Career Forum Design Competitions 2013	1 3

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

- Jennifer Glynn and Barbara Lavigna (graduate)
 - o ASID Emerging Professionals Award, 2016
- Lisa Hurtado
 - o ASID CA North Chapter, Design Excellence (2015)
- Debra Winston (2010 graduate)
 - o 1 placement in kitchen, Silicon Valley NARI (2013)
- Jamieson Simpson, CKD, CGBP (2009 graduate)
 - o 1 placement in kitchen, No.CA chapter NKBA (2010),
 - o 3 placements in kitchen and bath, No.CA Chapter NKBA (2011),
 - o 2 placements in kitchen and bath, Silicon Valley NARI (2010),
 - o 1 placement in bath, No.CA Chapter NKBA (2012),
 - o 2 placements in kitchen and bath, Silicon Valley NARI (2011),
 - o 1 placement in medium kitchen, No.CA Chapter NKBA (2013),
- Shari Steele, AKBD, CID (2008 graduate)
 - o 3 placements in kitchen and bath, No.CA Chapter NKBA (2012)
- Elizabeth Springs, CKD, CBD, CID, CAPS, CGBP (2007 graduate):
 - o 1 placement in entire house design, Silicon Valley NARI (2013)
- Carol Swansen, CKD (2007 graduate)
 - o 3 placements in kitchen, No.CA Chapter NKBA (2011)
- Yukari Haitani, CKD, CBD, CID (2006 graduate)
 - o 1 placement in bath, No.CA Chapter NKBA (2010)
- Julie Mifsud (2004 graduate)
 - o 1 placement in kitchen, No.CA Chapter NKBA (2013),
 - o 1 placement in residential interior design, Jonathan Charles Fine Furniture Interior Design Competition (2012)
- Other:
 - Denny Holland (2008 graduate and current INTD faculty member):
 - o 2012 Faculty Advisor of the Year, ASID Student Chapter (National Award)

Suggested Follow Ups

Date	Suggested Follow Up
------	---------------------

No Suggested Follow Ups to Display