

INTERIOR DESIGN PROGRAM REVIEW HANDBOOK & SELF-STUDY TEMPLATE

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SELF-STUDY TEMPLATE

1.1 Introduction.

Introduce the program. Include the program's catalogue description, its mission, the degrees and certificates offered, and a brief history of the program. Include recent changes to the program or degrees and whether a transfer degree has been established in accordance with SB 1440.

This program is designed for vocational majors planning employment in interior design or interior merchandising occupations. A Certificate of Achievement can be obtained upon completion the 38-unit major. The Associate in Science Degree can be obtained upon completion of a total of 60 units, including the major, general education requirements, and electives. All courses in the major must be completed with a grade of C or better or a P if the course is taken on a pass-no pass basis.

The goal of the Interior Design program is to prepare students for work in the Interior Design field. The Interior Designer works with clients to conceive, plan, and organize the execution of a project, in order to meet the clients' goals. Students learn to integrate their ideas with both the practical and aesthetic demands of residential and commercial spaces. This process entails:

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- Reviewing architectural plans and analyzing spatial layouts
 - Producing design plans using computer-aided drafting (CAD) software, as well as traditional rendering skills
 - Developing color schemes
 - Selecting interior architectural details, cabinetry, furniture, flooring, window treatments, wall treatments, lighting, accessories, textiles, fixtures, and artwork
 - Planning building and remodeling specifications
 - Coordinating with contractors, architects, engineers, plumbers, electricians, and consultants
 - Establishing and maintaining the project's budget
-

The Interior Design program has suffered several setbacks in the last few years. At of this time, October 2013, substantive changes to the certificate and A.S. degrees—as well as fundamental changes to core classes and deletions of outdated courses—have just completed Curriculum Committee review. An understanding of the program's fraught history is vital to appreciating its current status, as well as evaluating its future trajectory.

For over a decade, SCC Interior Design courses were almost exclusively taught by a single adjunct instructor, on whom the weight and the success of the program almost exclusively depended. When this instructor no longer taught for SCC, essential support fell away. New adjunct instructors were less familiar with the protocols necessary to run a CTE-funded program, such as: establishing and maintaining an advisory committee; securing CTE funds on a regular basis and accounting for program expenses; arranging occupational experience for

OCED 90; and completing assessments, curriculum review, program review, etc. Materials used by the previous instructor began to over-run the limited space allocated for Interior Design classes, and fall into disarray.

The current adjunct faculty has dedicated unpaid time and effort to reorganize the teaching space; conduct research regarding current practices and investigate programs at comparable institutions; and reinvent the program for the 21st century, with new and combined courses, resulting in leaner but more pragmatic Interior Design offerings within a more robust Interior Design program.

The Interior Design program is now headed in the right direction. However, the future success of the program depends on having sufficient resources to support a CTE program properly. Specifically, a full-time faculty member is needed to ensure that Interior Design has consistent, sustained support. As before (2010, the date of the last program review), the person writing the bulk of this program self-study is not an Interior Design instructor. This fact highlights the need, noted in the previous program review, for Interior Design to have its own voice and its own advocate, to ensure that it stays a viable program, and fulfills its promise to students majoring in Interior Design. These students have waited far too long, enduring cancelled or never-offered classes needed for degree completion. Many of them have reluctantly but necessarily left SCC to complete their study elsewhere. The enrollment numbers of the past few years testifies to this negative trend, and trend that, hopefully, the new curriculum modifications will help to reverse.

Currently, there is no AS-T (associate degree for transfer) designated for Interior Design, as mandated by SB 1440. In the absence of a guiding template, a rigorous new program was developed modeled on successful Interior Design programs at other institutions. There is no national, state-wide or regional accrediting agency for two-year Interior Design programs.

1.2 Relationship to College Mission and Strategic Goals.

Describe the program's relationship to the overall mission of the college: "Solano Community College educates an ethnically and academically diverse student population drawn from our local communities and beyond. We are committed to help our students to achieve their educational, professional and personal goals centered on thoughtful curricula in basic skills education, workforce development and training, and transfer level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students."

Using the matrix provided in Table 1, describe which of SCC's Strategic Directions and Goals the program supports. Address only the Goals relevant to the program. *Limit evidence to one paragraph per objective.*

As noted above, the program needed to be updated, as the previous course offerings were impeding student achievement of educational, professional, and personal goals. The new program is innovative and broader in scope, and is fully oriented towards ensuring that students persist and complete the program in a timely manner, and upon completion are prepared for the workforce—specifically, prepared to work in an interior design firm as a space planner, architectural assistant, or project designer. The program creates a foundation so that,

with additional study, students will be prepared to pursue career opportunities in kitchen/bath design; commercial design (including hospitality and healthcare design); residential design and remodeling; lighting design; retail or distribution; CAD design or hand-rendering; furniture design; or design education.

1.3 Enrollment.

Utilizing data from Institutional Research and Planning, analyze enrollment data. Include the number of sections offered, the full-time equivalent enrollment (FTE) for each semester since the last program review cycle, and the number of declared degree seekers in the program. Compare the enrollment pattern to that of the college as a whole, and explain some of the possible causal reasons for any identified trends.

Interior Design – Number of sections offered

Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
3	2	3	3	3	4	1	1	1	1

Interior Design – FTES per semester

Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
5.47	5.60	5.30	6.89	6.68	7.90	2.30	1.90	1.77	1.50

Interior Design – WSCH totals

Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
164	168	159	207	201	237	69	57	53	45

Interior Design – Percentage enrollment by major

Interior Design majors constituted the following percentage of INTD 50 courses:

Fall 08	Spr 09	Fall 09	Spr 10	Fall 10	Spr 11	Fall 11	Spr 12	Fall 12	Spr 13
42%	35%	67%	43%	30%	33%	17%	11%		20%

Interior Design majors constituted the following percentage of INTD 51 courses:

Fall 08			Spr 10		Spr 11				
67%			88%		78%				

Interior Design majors constituted the following percentage of INTD 52 courses:

					Spr 11				
					67%				

Interior Design majors constituted the following percentage of INTD 53 courses:

	Spr 09	Fall 09		Fall 10					
	74%	78%		50%					

Interior Design majors constituted the following percentage of INTD 55 courses:

		Fall 09							
		79%							

Interior Design majors constituted the following percentage of INTD 61 courses:

Fall 08			Spr 10					Fall 12	
55%			46%					69%	

Interior Design majors constituted the following percentage of INTD 65 courses:

					Spr 11				
					71%				

The data indicates a functioning program at the time of the last program review, with a peak number of sections offered in Spring '11. The college as a whole has experienced a recent drop in FTES in the past year, but the data for Interior Design reveals retention problems: graduating students have not been replaced by new students who complete the program within two years. Further, the data reveals the vicious cycle of discouraged students leaving the program, leading to limited offerings (one course per semester), leading to still more discouraged students. The percentage of enrollment by major shows a precipitous drop in Fall 2011 through Spring 2012.

It is heartening to see the percentage has increased this Spring. This upward trend should continue, as the modifications to the program take effect. It is imperative that a dependable course offering schedule be maintained, so students can plan their pursuit of the degree/certificate with confidence. The program is doomed to failure if the college continues to offer a lone INTD course /section each semester. The chart in Section 2.13 proposes a course offering schedule of the four required Interior Design classes in the revised program, which should increase student retention and shore up the program's viability.

Table 1. SCC's Strategic Directions and Goals

<i>Goal 1: Foster Excellence in Learning</i>	<i>Program Evidence</i>
<i>Obj. 1.1 Create an environment that is conducive to student learning.</i>	With the newly-organized classroom space in the 1600 building, students are better able to access and utilize materials safely and effectively. If a modern, dedicated space were to be included in the new Performing Arts or CTE building, both Obj. 1.1 and 1.2 could be more successfully met.

<p><i>Obj. 1.2 Create an environment that supports quality teaching.</i></p>	<p>Faculty utilize Smartclassroom technology, including internet, videos, and PowerPoint, to demonstrate concepts and techniques. Examples of textiles and other materials are provided to students.</p>
<p><i>Obj. 1.3 Optimize student performance on Institutional Core Competencies</i></p>	<p>The new program has been restructured to focus on II.D. (problem-solving) and IV.C. (workplace skills).</p>
<p><i>Goal 2: Maximize Student Access & Success</i></p>	<p><i>Program Evidence</i></p>
<p><i>Obj. 2.1 Identify and provide appropriate support for underprepared students</i></p>	<p>INTD 070 (Intro to Interior Design) has been modified to ensure that the underprepared student has a solid basis upon entering the program. Students are required to analyze and solve design problems, developing critical thinking skills. Students must also deliver an oral report on a researched topic, building research, analytical, and public speaking skills. The course prepares students for the rigors of interior design, and eliminates preconceptions equating the field with “interior decorating.”</p>
<p><i>Obj. 2.2 Update and strengthen career/technical curricula</i></p>	<p>As noted above, the new program both updates and strengthens the curricula.</p>
<p><i>Obj. 2.3 Identify and provide appropriate support for transfer students</i></p>	<p>As noted above, students are more likely to transfer once the modifications are in place.</p>
<p><i>Obj. 2.4 Improve student access to college facilities and services to students</i></p>	<p>INTD faculty are currently exploring the option to conduct classes at the Vallejo Center, a much newer and better-equipped facility.</p>
<p><i>Obj. 2.5 Develop and implement an effective Enrollment Management Plan</i></p>	<p>As noted above, the new program is leaner in its Interior Design offerings, a change designed to maximize enrollment in classes that had previously suffered from low enrollment numbers.</p>
<p><i>Goal 3: Strengthen Community Connections</i></p>	<p><i>Program Evidence</i></p>

<p><i>Obj. 3.1 Respond to community needs</i></p>	<p>Members of the new advisory committee, including owners of Interior Design businesses in the community, have offered guidance regarding the new program: Gina Rassler, Le Reve Design & Associates, Benicia, CA; Madelyn Crafts, Petaluma, CA; and Julie Mifsud Interior Design, Belmont, CA. Once the committee meets as a whole, it will continue to provide ongoing insight as the program grows.</p>
<p><i>Obj. 3.2 Expand ties to the community</i></p>	<p>In Spring 2013, students in the Interior Design program took OCED 90, partnering with a local Interior Design firm. These connections will be strengthened in the future.</p>
<p><i>Goal 4: Optimize Resources</i></p>	<p><i>Program Evidence</i></p>
<p><i>Obj. 4.1 Develop and manage resources to support institutional effectiveness</i></p>	<p>Resources are currently inadequate to support the program’s mission and promote institutional effectiveness. With the hiring of a permanent School of Liberal Arts Dean, INTD faculty can receive consistent communication regarding available resources and can manage resources accordingly.</p>
<p><i>Obj. 4.2 Maximize organization efficiency and effectiveness</i></p>	<p>INTD faculty seek to strengthen ties to related School of Liberal Arts programs, such as Drafting and Theatre, to enhance communication and organizational effectiveness.</p>
<p><i>Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions.</i></p>	<p>As sources of funding are properly identified and secured for the program, plans can be made to allocate funds for technology based on prioritized needs.</p>

1.4 Population Served.

Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

The population served by the Interior Design program is nearly comparable to the broader student population in terms age and ethnicity. The wild fluctuations in age group and ethnic make-up, from one semester to the next, are due to a limited statistical pool, given the diminished number of sections offered in recent semesters. Averages taken over the course of ten semesters point to a slightly older population than the college-wide average. This trend suggests more Interior Design students returning to college after some years away, seeking training for a new career or an additional source of income.

While female students outnumber male students across the college population (62% to 37% in Fall 2013), the Interior Design program serves significantly more women than men, with an average 84% female population since Fall 2008. This pattern reflects a national trend, as noted in a recent article in *Interior Design* (Arlene Hirst, "Women in Design: Confronting the Glass Ceiling," 1/1/2013):

As with almost all professions, women in the universe of design have historically struggled to find a place at the table. The American Institute of Architects counted 83,000 members at the end of 2012, yet only 18 percent are women. In contrast, according to Interior Design's recent Universe Study, of the 87,000 interior designers in the United States, a whopping 69 percent are women.

The article goes on to note how the gender numbers are deceptive:

...Designing interiors was considered frivolous until men returned from World War II and entered the profession in larger numbers, deeming it "serious" and lucrative. And although men are still outnumbered by more than two to one, today the majority of A-list firms are run by men. Even though women dominate the field in numbers, they still face complex prejudices. ([http://www.interiordesign.net/article/559116-Women in Design Confronting the Glass Ceiling.php](http://www.interiordesign.net/article/559116-Women%20in%20Design%20Confronting%20the%20Glass%20Ceiling.php))

It becomes clear, from this analysis, that the newly-designed Interior Design program must emphasize the technical and business aspects of running an interior design firm, in order to 1) combat the stereotype that Interior Design is a "feminine activity" equivalent to interior decorating; and 2) ensure that all students receive the proper tools to run a competitive interior design business, including drafting skills and effective sales and management techniques. Towards this goal, the revised program includes a required course in computer-aided drafting (CAD) as well as a required course in business, public speaking, or interpersonal

communication. At the time of the last program review (2009-10), Art 060 (Exhibition Design) had been added as a requirement, to offer an alternative to students who did not want to take a business course. However, Art 060 is not offered frequently enough to serve the needs of Interior Design majors. It is now included as one of nine courses, from which the student must select two.

1.5 Status of Progress toward Goals and Recommendations. Report on the status of goals or recommendations identified in the previous educational master plan and program review.

Table 2. Educational Master Plan

Note: On page 6-17 of the May 2012 Revised Draft of the Educational Master Plan, there are headings but no information listed for History, Humanities, and Interior Design.

New EMP language has been written to fill the void for Interior Design, reflecting the content of this self study.

Table 3. Program Review Recommendations

<i>Program Review Recommendations (Previous Cycle)</i>	<i>Status</i>
1. <i>Increased advertising to increase program visibility.</i>	No resources have been allocated for advertising.
2. <i>Updating the brochure for the Interior Design major.</i>	Assuming the changes to the Interior Design degree and certificate are approved, a new brochure will be created, which will help in advertising.
3. <i>More of an emphasis in community outreach to publicize the program.</i>	The re-formation of an advisory committee should facilitate community outreach.
4. <i>Hiring of a full-time faculty person to coordinate the three changes listed above.</i>	This recommendation has become even more imperative since the last program review.
5. <i>Better tracking of graduating students into the workforce.</i>	No strategy has been developed to track the trajectory of graduating students at SCC. A college-wide system would be extremely helpful in this regard.

6. *Combining Interior Design program with other programs such as Gerontology to enhance universal design elements.*

Interior Design might thrive if combined with a program led by full-time faculty. However, the specifics of this previous recommendation are unclear. Gerontology does not seem to be a logical fit with Interior Design. If Interior Design were to be combined with another program, more logical combinations might be with Business (to emphasize the skills required to serve as a consultant to an Interior Design business, or start one's own Interior Design firm) or Theatre (to emphasize the overlapping skill sets of stage lighting/set design and Interior Design).

7. *Reinstate INTD 052 (Drafting and Perspective Drawing for Interiors) course to complete a student's training. Explain.[sic]*

This recommendation is linked to concerns about the lack of drafting content in the old version of this program. However, given the tenuous enrollment trends in Interior Design, the reinstatement of INTD 052 appears risky, as the course is unlikely to fill. Instead, the new program requires both DRFT 045 (Introduction to Computer-Aided Drafting /CAD) and DRFT 050 (Basic Drafting). These courses, which enjoy robust enrollment, will address necessary drafting skills employed in the Interior Design field. Perspective drawing is addressed in ART 014 (Introduction to Drawing), also required in the new program.

1.6 Future Outlook. Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs.

Internal conditions that will likely affect the future of Interior Design at SCC:

1. The hiring of a full-time Interior Design instructor. This has proven to be a chicken-and-egg problem: a strong and growing program could justify a full-time position; a full-time position is necessary to build a strong and growing program. Without strong leadership and advocacy, this program may no longer be viable in the coming years.

2. Administrative support of Interior Design.
 - a. The new dean of the School of Liberal Arts will have a strong impact on the direction this program will take. A dean with a hands-on, interventionist approach will ensure that CTE funds are secured and allocated for the Interior Design program on a regular basis; advocate for a full-time position; ensure that adjunct faculty participate in the strategic planning process, to pursue additional funding as needed; verify that advisory committee meetings and biannual program reviews are taking place; ensure that Interior Design is fully integrated with related Liberal Arts programs; and ensure that Interior Design faculty are communicating effectively and systematically with faculty in other departments.
 - b. To bring Interior Design back to health, the administration must commit to offering Interior Design classes consistently and dependably. This might mean allowing low-enrolled INTD classes to proceed in the short-term, to ensure robust enrollment in the long-term. If administrators will not support consistent and dependable offerings, students retention will continue to suffer, and the program may no longer be viable in the coming years.
3. Overall college-wide enrollment trends. The recent precipitous drop in enrollment college-wide is a troubling trend. If the college can do a better job in community outreach—advertising, improving website appearance and navigation, streamlining counseling and admissions to address community frustrations, better scheduling, and improved connections with the high school programs, teachers, and counselors—then the rising tide should raise Interior Design’s proverbial boat.

External conditions that will likely affect the future of Interior Design at SCC:

1. Competition from other Interior Design programs. At this time, the college has little local competition in Interior Design; the college’s main competitor is American River College in Sacramento. If no new programs are created at area community colleges, SCC’s Interior Design program will continue to enjoy the advantage of minimal competition.
2. Changing trends in the Interior Design field. Specialization may take precedence over general Interior Design knowledge, as indicated in the article “Top 10 Most Talked About Interior Design Trends for 2013” in Freshome:

“Another interesting shift will be made from personal tastes to group tastes and from a single designer to interior design teams. Efficiency will go sky-high, as project tasks will be well managed by more than one person. For example, when it comes to designing a room, one team member could do the planning, another could take care of the lighting effects and the third designer could take on the finishing touches.

Having more people dealing with a project is a good way to share responsibilities and speed up the work process for the client.” (<http://homes.yahoo.com/news/top-10-most-talked-interior-design-trends-2013-190901439.html>)

- Growth in the Interior Design field. Given the recent upturn in the economy, and the college’s proximity to the rejuvenated Sacramento and San Francisco design markets, the Interior Design program is well-situated to serve the labor needs of a growing industry. The following labor market projections suggest a future need for Interior Designers:

Interior Designers Estimated Employment and Projected Growth

(<http://www.labormarketinfo.edd.ca.gov/aspdotnet/SupportPage/AllOccPrj.aspx?soccode=271025>)

Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Openings Due to Net Replacements
California (2010-2020)	8,400	10,400	2,000	+23.8	2,600
Sacramento Metro Area (2010-2020)	270	320	50	+18.5	80
San Francisco Bay Area (2010-2020)	1,550	1,910	360	+23.2	480

CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

Program Level Outcomes

2.1 Using the chart provided, list the Program Level Student Learning Outcomes (PLSO) and which of the “core four” institutional learning outcomes (ILO) they address. In the same chart, specifically state (in measurable terms) how your department assesses each PLSO. For example, is there a capstone course (which one), is it completion of a series of courses (list), is it a passing grade on certain assignments that are universally given (list), passing a licensing exam, completing a portfolio, etc.

Table 4. Program Level Outcomes

<i>Program Level Outcomes</i>	<i>ILO (Core 4)</i>	<i>How PLO is assessed</i>
1. <i>Apply knowledge of design principles to identify, analyze, and solve design problems, both individually and collaboratively, in residential/commercial environments.</i>	II. Critical Thinking and Information Competency A. Analysis D. Problem Solving III. Global Awareness C. Artistic Variety	<i>Performance on final project of capstone course: Professional Practices for Interior Designers (anticipated number change from INTD 055 to INTD 075) and final assessment of performance in OCED 090 Work</i>
2. <i>Apply knowledge of art/architecture history; space planning; materials, including textiles; products, including furniture; and technical systems to identify, analyze, and solve design problems, both individually and collaboratively, in residential/commercial environments.</i>	II. Critical Thinking and Information Competency A. Analysis D. Problem Solving III. Global Awareness Artistic Variety	<i>Performance on final project of capstone course: Professional Practices for Interior Designers (anticipated number change from INTD 055 to INTD 075) and final assessment of performance in OCED 090 Work</i>
3. <i>Execute interior design work with professionalism, including professional communication (written and oral); timely work; attentiveness to standards; effective business practices; and follow-through from concept to completion.</i>	I. Communication B. Write D. Speak and Converse IV. Personal Responsibility and Professional Development A. Self-Management and Self-Awareness B. Social and Physical Wellness C. Workplace Skills	<i>Performance on final project of capstone course: Professional Practices for Interior Designers (anticipated number change from INTD 055 to INTD 075) and final assessment of performance in OCED 090 Work</i>

2.2 Report on how courses support the Program Level Outcomes at which level (introduced (I), developing (D), or mastered (M))

Table 5. Program Courses and Program Level Outcomes *

***Note: Old course numbers and names are in parentheses**

<i>Course</i>	<i>PL01</i>	<i>PL02</i>	<i>PL03</i>
<i>INTD 070 Introduction to Interior Design (INTD 050 Interior Design)</i>	I	I	
<i>INTD 073 History of Western Interiors and Architecture (INTD 053 History of Furniture I and INTD 098A History of Furniture II)</i>	I	D	

<i>INTD 071 Textiles, Materials, and Finishes</i> (INTD 051 Materials and Techniques and INTD 061 Textiles for Interior Design)	D	D	
<i>INTD 075 Professional Practices for Interior Designers</i> (INTD 55 Advanced Interior Design)	M	M	M
<i>ART 002 Art History</i>	D		
<i>ART 006 Design Principles in 2 Dimensions</i>	I		
<i>ART 007 Design—Color</i>	I		
<i>ART 014 Introduction to Drawing</i>	D		
<i>DRFT 045 Introduction to Computer-Aided Drafting</i>	D	D	
<i>DRFT 050 Basic Drafting</i>	I	I	
<i>OCED 090 Occupational Work Experience</i>	M	M	M

2.3 Describe the results of the program level assessments and any changes/planned actions made based on the outcomes of program level student learning assessments.

Table 6. Program Level Assessments

<i>Program Level Outcomes</i>	<i>Dates Assessed</i>	<i>Results</i>	<i>Action Plan</i>
<p>1. <i>Apply knowledge of design principles to identify, analyze, and solve design problems, both individually and collaboratively, in residential/commercial environments.</i></p>	<p>Spring 2013</p>	<p><i>Students were hampered in their progress towards this PLO in the limited offerings in the Interior Design Program. Courses vital to the program were not offered, due to low enrollment.</i></p>	<p><i>In tandem with Curriculum Review, fundamental changes to the Interior Design degree/certificate are planned. These changes will reflect current trends in the Interior Design industry, as noted by industry experts. The new program will include a strong studio core component, to ensure that students can demonstrate proficiency in applying design elements.</i></p>

<p>2. <i>Apply knowledge of art/architecture history; space planning; materials, including textiles; products, including furniture; and technical systems to identify, analyze, and solve design problems, both individually and collaboratively, in residential/commercial environments.</i></p>	<p>Spring 2013</p>	<p><i>Students need to develop more skills in sketching and drafting/reading floor plans. Student work reflects a need for more art history study.</i></p>	<p><i>Changes to the program will include requiring DRFT 045, Intro to CAD, and DRFT 050, Basic Drafting. Also, Art 002/ Art History will be a requirement.</i></p>
<p>3. <i>Execute interior design work with professionalism, including professional communication (written and oral); timely work; attentiveness to standards; effective business practices; and follow-through from concept to completion.</i></p>	<p>Spring 2013</p>	<p><i>Assessment of this PLO was hampered, as students had difficulty completing the program due to lack of offerings in textiles and furniture history. As a result, students were not prepared to take the capstone course or perform in OCED 090.</i></p>	<p><i>The history of furniture courses will be compressed into a single course that will be offered regularly. Requiring art history courses will bolster student learning in this area as well. The materials & techniques and textiles courses will also be compressed into a single course that will be offered regularly. Work experience/ Internship employers will be identified by Fall 2013 to enable students to fulfill this curriculum requirement. Additionally, the program needs recognition within the College counseling system and public outreach within the local community to ensure its success.</i></p>

Student Learning Outcomes

2.4 Describe your program’s process of updating course level SLO’s, assessments, and planned actions for change. Address how courses with multiple sections have been aligned so that a common tool is utilized to assess student learning outcomes; describe any steps taken to standardize measures.

Given the diminished number of sections now offered in INTD, courses are being assessed every semester they are offered. Current course modifications included updated SLOs, which will be assessed when the courses are approved and offered. Currently, multiple sections are not being offered. A plan will be formulated to standardize measures (for example, a consistent portfolio or performance rubric) if and when multiple sections are offered.

2.5 Fill out the chart that records your department’s timeline/cycle for completing SLO’s during the next Program Review Cycle.

Table 7. SLOs (note—old course numbers/names in parentheses)

Course #	Course Name	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017
INTD 070 (INTD 50)	<i>Introduction to Interior Design (Interior Design)</i>	✓	✓	✓	✓	✓	✓	✓	✓
INTD 073 (INTD 053, 098A)	<i>History of Western Interiors and Architecture (History of Furniture I and History of Furniture II)</i>	✓	✓		✓		✓		✓
INTD 071 (INTD 051, 061)	<i>Textiles, Materials, and Finishes (Materials and Techniques, and Textiles for Interior Design)</i>			✓		✓		✓	
INTD 075 (INTD 55)	<i>Professional Practices for Interior Designers (Advanced Interior Design)</i>		✓		✓		✓		✓

2.6 Based on data received from the office of Institutional Research and Planning, report the percent completion of course level student learning outcomes, assessments, and results of actions completed. Review the course level SLOs at all levels to ensure accuracy of information provided (core four, level of mastery, assessment tool, etc.).

Given the lack of a full-time faculty member, the INTD program’s SLOs and PLOs were initially written with minimal input from stakeholders. Recently, adjunct faculty have had the opportunity to take ownership of SLO and PLO assessment, and as a result, new PLOs have been written and assessed. Further, there is 50% completion of SLO assessment for the four courses that will remain in INTD rotation, as indicated in the following chart:

<i>Course #</i>	<i>Course Name</i>	<i>SLOs identified</i>	<i>SLOs assessed with planned actions</i>	<i>Results recorded</i>	<i>CORE 4 links identified</i>	<i>Courses mapped to PLO skill level</i>	<i>Assessment tools identified</i>
INTD 070 (INTD 50)	<i>Introduction to Interior Design (Interior Design)</i>	✓	✓	✓	✓	✓	✓
INTD 073 (INTD 053, 098A)	<i>History of Western Interiors and Architecture (History of Furniture I and History of Furniture II)</i>	✓			✓	✓	✓
INTD 071 (INTD 051, 061)	<i>Textiles, Materials, and Finishes (Materials and Techniques, and Textiles for Interior Design)</i>	✓	✓	✓	✓	✓	✓
INTD 075 (INTD 55)	<i>Professional Practices for Interior Designers (Advanced</i>	✓			✓	✓	✓

2.7 Provide a gap analysis, and your program’s planned strategy for achieving/maintaining currency.

As indicated in the chart for 2.6 above, SLO assessments must be made for INTD 073 and 075. These assessments should take place in Spring 2014, provided the courses are not cancelled. All remaining INTD courses that are still “on the books” will be phased out. As noted, INTD 053 and 098A will be combined into a single course, INTD 073; INTD 051 and 061 will be combined into a single course, INTD 071. INTD 052 will be deleted, for reasons detailed

below. The future of INTD 065, Kitchen and Bathroom Design, is uncertain. It is a worthy class, but the cost of running the class and its history of under-enrollment has precluded its offering. It would be a shame to delete it, but since it has never been offered, and will not likely be offered in the near future, the course should be “archived” in the SLO database.

2.8 Describe any changes made to the program or courses that were a direct result of student learning outcomes.

Both the AS and certificate programs, including individual courses within the programs, have been completely overhauled as a result of SLO assessment in the two courses that were offered in recent semesters: INTD 050 (the introductory course) and INTD 060 (Textiles). The assessments were performed by different adjunct instructors, ensuring that changes did not result from just a single instructor’s perspective.

The assessment for INTD 050 stressed the lack of engagement by students who were not INTD majors. Students pursuing an INTD degree or certificate performed significantly better on SLOs than students were less goal-oriented. The program overhaul will hopefully clarify the students’ path to a degree/certificate, increasing engagement and persistence. Students are more likely to “drift” when a program itself is drifting .

The assessment for INTD 060 noted the need to broaden the curriculum for that course (resulting in the creation of a combined course, INTD 071).

Curricular offerings

2.9 Course offerings. Attach a copy of the course descriptions from the most current catalogue. Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. Include a discussion of courses offered at Centers (Vacaville, Vallejo, Travis) and any plans for expansions/contraction of offerings at the Centers.

Below left are the Interior Design courses currently in the college catalogue. Changes are indicated in the right column, with attendant rationale. No courses are currently offered in Vacaville or Vallejo, as these campuses lack the teaching materials and other resources required for current offerings.

<p>INTD 050 3.0 Units</p> <p>Interior Design</p> <p><i>Course Advisory: SCC minimum English standard.</i> Study of the basic principles and elements of design and their applications in furnishing residential interiors. Students design projects emphasize the functional and aesthetic use of space, color, furniture, accessories, and other resources.</p> <p><i>Three hours lecture.</i></p>	<p>Course modified to INTD 070, Introduction to Interior Design.</p> <p>Course outline modified to be a more rigorous introduction to the field of Interior Design.</p> <p>Following is the new course description:</p> <p><i>An examination of the built environment with emphasis on residential design. The elements and principles of design are examined as they relate to</i></p>
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	<p><i>the functional and aesthetic aspects of interior spaces. Students develop skills in critical analysis of interiors and create individual solutions through design projects.</i></p>
<p>INTD 051 3.0 Units Materials and Techniques <i>Prerequisite: INTD 050. Course Advisory: Eligibility for ENGL 001.</i> Provides the practical expertise needed by interior design, construction and installation of custom furnishings for residential and commercial projects. Course work includes design projects, research on new products and technology, field trips and innovative uses of existing resources. Field trip may be required. Repeatable 1 time</p>	<p>Course deletion pending. The contents of this course have been added to the modified INTD 071. Each course, on its own, offered insufficient content for 3 units of lecture.</p>
<p>INTD 052 3.0 Units Drafting and Perspective Drawing for Interiors <i>Course Advisories: SCC minimum English and math standards.</i> Basic graphic skills of interior design ideas, including one and two-point perspective drawing, drafting of floor plans, section detail and lettering. Student presentation of design project portfolio required. <i>Two hours lecture, three hours lab.</i></p>	<p>Course deletion pending. This is a highly-specialized course that is useful, but not necessary for a certificate or AS degree. Perspective drawing skills will be addressed in the required Art 014, Introduction to Drawing. Essential for drafting skills is DRFT 045, Introduction to CAD, and DRFT 050, Basic Drafting—both required in the new AS and certificate programs.</p>
<p>INTD 053 3.0 Units History of Furniture I <i>Course Advisory: SCC minimum English standard.</i> Explore the history of furnishings and interiors from the ancient world to the neoclassical period. The course will cover the evolution of historical styles in ornament and materials including furniture, metalwork, ceramics and glass that form a basis of today’s interiors. Stylistic and technical developments, as well as social and historical forces that have affected design will be discussed. <i>Three hours lecture.</i></p>	<p>Course modified to INTD 073, History of Western Interiors and Architecture. The contents of INTD 098A has been added to the modified INTD 073. Each course, on its own, offered insufficient content for 3 units of lecture. For more in-depth art historical content, students are now required to take Art 002, Art History, ensuring a more rigorous understanding of the interrelations of art and culture. Revised course outline for INTD 073 is as follows: <i>An exploration of the history and design of Western architecture, interiors, and furniture from the ancient world to the present day. Examination of the influence of historical periods and their developments on today’s design. Stylistic and technical developments, as well as social and historical forces that have affected design, will be discussed.</i></p>

<p>INTD 055 3.0 Units Advanced Interior Design <i>Prerequisites: INTD 050, 051, 052, 053. SCC minimum English standard.</i> Focuses on pre-professional training and career opportunities in interior design and home furnishing merchandising. Course work includes study of color dynamics, light and space planning, research on new materials and technology, and client-oriented design projects for residential and/or commercial interior environments. <i>Three hours lecture.</i></p>	<p>Course modified to INTD 075, Professional Practices for Interior Designers. This course has been updated to emphasize business practices of interior design, as noted in revised course description: <i>This course focuses on professionalism in interior design business ethics and working relationships with related professions. Business practices and business management tools are explored with input from professional designers involved with a variety of different types of practices. Liability, codes, and laws are examined and factored into student projects with both residential professional practices.</i></p>
<p>INTD 061 3.0 Units Textiles for Interior Design <i>Course Advisories: SCC minimum English and math standards.</i> The study of basic textile technology including fibers, yarns, fabric construction and finishes. Course includes hands-on experience with a variety of textiles. Evaluation is based on written examinations, fabric swatch book, and written assignments. <i>Two and one-half hours lecture, one and one-half hours lab.</i></p>	<p>Course modified to INTD 071, Textiles, Materials, and Finishes. The contents of INTD 051 have been added to the modified INTD 071. Each course, on its own, offered insufficient content for 3 units of lecture. The course has been changed from lecture/lab to lecture only, as hands-on activities have been minimized. Following is the new course description: <i>Comprehensive survey of interior design textiles, materials and finishes available today. Guidelines and hands-on experience for selecting interior fabrics and finish materials for appropriateness, quality, performance and cost. Knowledge of and exposure to their characteristics, uses, applicable laws and codes, universal design application, and sustainability.</i></p>
<p>INTD 065 3.0 Units Kitchen and Bathroom Design <i>Prerequisite: INTD 050. Course Advisories: SCC minimum English and math standards.</i> This course covers the design of efficient and aesthetic kitchens and baths including space considerations, equipment, appropriate materials, building codes, and human factors. <i>Three hours lecture.</i></p>	<p>Course has not been modified. In revised AS and certificate programs, this course is no longer a requirement, but rather offered among a suite of courses from which the student must choose two.</p>

<p>INTD 098A 3.0 Units History of Furniture II <i>Course Advisory: SCC minimum English standard.</i> This course examines European and American furniture design and architecture of the nineteenth and twentieth centuries in the context of historical developments such as the Industrial Revolution, mass production, the invention of new materials, and the impact of depression, war, and consumer culture. Art Nouveau, the Bauhaus, Purism, De Stijl, Russian Avant-Garde, Art Deco, American modern and Scandinavian design are among the areas covered. <i>Three hours lecture.</i></p>	<p>Course deletion pending. See INTD 053/073 above.</p>
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2.10 Instructional Quality. Describe how the faculty ensures high quality instruction and appropriate breadth, depth, and rigor in courses. Include the student to faculty ratio.

As noted in the chart above, most of the INTD courses have been modified to ensure greater rigor, breadth, and depth, commensurate with courses taught at four-year colleges. To ensure an adequate student-to-faculty ratio, a petition to the curriculum committee will be made, ensuring that the maximum enrollment for all lecture courses is reduced to 35.

2.11 Teaching Methodologies. Provide examples of how instructors vary their delivery modes and teaching methodologies to reflect the diverse needs and learning styles of its students. Include examples of efforts to extend learning beyond the classroom into the community.

SLO assessments reveal attempts by instructors to assess student learning and modify teaching methodologies to increase achievement by students with diverse needs and learning styles:

- To increase success in this area, I will require that all elements and principles of design be identified in the notebook assignment. Previously, I required half of them and the other half as extra credit—the only students that completed the extra credit ones were those students who DID NOT NEED extra credit. I will also include written, detailed guidelines for the completed notebook as students interested in this field need to begin with a “design” mindset...personal expression is welcome, but only once the basics are understood.
- Interior design vocabulary and terminology that I used on a regular basis was absorbed, but ones that I did not utilize, but were in the reading assignments and handouts were not universally understood. There are also the ESL students who struggle with basic English and therefore they have difficulty with the interior design terminology. I do my best to make them comfortable in class and ease their anxiety.
- Students were given weekly discussion topic assignment based on textbook readings. Ex: For the chapter on commercial textiles, the students must prepare a discussion presentation (with paper) on the codes used for textiles. Other topics include: Office

petitions; commercial carpeting; commercial drapery. Students deliver Powerpoint or other presentation types using the prepared paper. The lecture follows the assignment, so that students are already prepared and have the vocabulary they need. On top of that, the three assignments all require writing: the culminating assignment with presentation boards of a style along with term paper.

In order to extend learning beyond the classroom, and to meet CTE requirements, partnerships were developed with local interior design businesses. Students needing to fulfill OCED 090 requirements were able to work in Bay Area firms, and exercise their skills in a professional environment. A new advisory team has been established, consisting of members from the Benicia, Petaluma, and Belmont, CA, communities.

2.12 Fill rates/Class size. Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment.

All courses are offered as lecture/discussion/lab; no online courses are offered. Given the limited, sporadic offerings in recent semesters, fill and retention have become great concerns for the program. The introductory class, INTD 050/070, should have the greatest enrollment to ensure a thriving program. However, by the end of the semester, this class—with a 35-student maximum—had only 15 students complete the course. In Spring 2012, 19 students completed the same course, and before that, in Fall '11, 23 students completed. Without robust fill in this course, the other courses in the INTD program are in further jeopardy.

The key to reaching a healthy fill rate may lie in promoting and offering INTD 50/70 every semester. The steep drop-off in numbers occurred when the course was only offered once a year. The modified introductory course will hopefully better prepare students and give them the confidence and information they need to pursue more courses in the INTD program.

All lecture courses should have a maximum enrollment of 35. Currently, the maximum for INTD 73 is 40 students. A petition will be made to lower that number, to ensure that students get the requisite attention to their reading, writing, and research skills. Conversely, INTD 71 has been changed from a lecture/lab class to lecture only, so the maximum of 20 should be increased to 35.

2.13 Course sequencing. Report on whether courses have been sequenced for student progression through the major, how students are informed of this progression, and the efficacy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame.

Courses have been re-sequenced for student progression through the certificate/AS programs. As soon as the changes have been approved by the Curriculum Committee, new brochures will be made and disseminated to all students in INTD classes. Adherence to this sequencing is imperative for improving and maintaining the health of the program. If students cannot receive a guarantee that a mere four INTD courses will be offered in a dependable sequence, there is no reason for them to stay at SCC to complete a degree or certificate in Interior Design. For this reason, low-enrolled courses must be tolerated for the next few semesters, in order to reassure students that the program is viable, and in order to give the program a chance to grow and regain health.

Fall 13 1 section	Spr 14 1 section	Fall 14 2 sections	Spr 15 3 sections	Fall 15 2 sections	Spr 16 3 sections
INTD 50 (Intro)	INTD 50 (Intro)	INTD 70 (revised Intro)	INTD 70 (revised Intro)	INTD 70 (revised Intro)	INTD 70 (revised Intro)
		INTD 71 (revised Materials)	INTD 73 (revised History I and II combined)	INTD 71 (revised Materials)	INTD 73 (revised History I and II combined)
			INTD 75 (revised Advanced)		INTD 75 (revised Advanced)

2.14 Basic Skills (if applicable). Describe the basic skills component of the program, including how the basic skills offerings prepare students for success in transfer-level courses. Analyze courses with prerequisites and co-requisites, and whether this level of preparation supports student success.

There are no basic skills courses in the Interior Design program. However, most INTD courses have the introductory course as a prerequisite. This course gives students with limited math, reading and writing skills the opportunity to assess what further math or English study might be required, to help them succeed in more demanding Interior Design courses.

2.15 Student Survey. Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses?

Students have been surveyed informally, so that data is anecdotal rather than objective. However, anecdotal data indicates that students pursuing the AS degree/certificate are feeling frustrated and desperate about the meager course offerings. Many majors are working outside of class, and depend on a reliable schedule, with an emphasis on evening offerings. The frequent course cancellations and limited offerings over the past few years have tried the

patience of the most stalwart and dedicated SCC students. They are like airplanes running out of fuel and circling the runway, taking every class *but* the INTD classes they need to graduate.

2.16 Four-year articulation (if applicable). Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation.

Given the complete overhaul of the INTD program, including the modification of almost every class, articulation will have to be re-established with CSUs. This will be an excellent opportunity to increase the presently-limited scope of articulation.

2.17 High school articulation (if applicable). Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students?

There are no articulation or Tech Prep agreements with local high schools at this time.

2.18 Distance Education (if applicable). Describe the distance education courses offered in your program, and any particular successes or challenges with these courses. Include the percentage of courses offered by modality and the rationale for this ratio. Discuss your program's plans to expand or contract distance education offerings. State how you ensure your online courses are comparable to in-class offerings.

There are no online INTD courses at this time. If adjunct faculty were to express interest in online teaching, the courses could be modified to ensure equity in rigor, regardless of teaching modality.

2.19 Advisory Boards/Licensing (CTE) (if applicable). Describe how program curriculum has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years.

As there is no full-time faculty member in Interior Design, maintenance of a consistent advisory board and advisory board records has proved problematic. A past adjunct faculty member did considerable work to set up and meet with an advisory board. She indicated that all records of these meetings were given to the dean—who in turn indicated having no record or those records.

A new adjunct faculty member, Denina Fredrickson, has started from scratch, and created an all-new advisory board in Spring 2013. Across-the-board changes to the INTD program can be directly attributed to the advice of these advisory board members. In particular, the program has become more business-oriented—both in the addition of business

and communications classes to the required course list, and in the emphasis on business practices in the capstone course, INTD 075, Professional Practices for Interior Designers.

Advisory board members have met individually with Ms. Fredrickson, but have yet to meet as a cohesive body. Current advisory board members are as follows:

- Gina Ressler, Le Reve Design & Associates, Benicia, CA
- Madelyn Crafts, Studio 104, Petaluma, CA
- Julie Mifsud, Julie Mifsud Interior Design, Belmont, CA

STUDENT EQUITY & SUCCESS

3.1 Course Completion and Retention. Anecdotally describe how the program works to promote student success. Include teaching innovations, use of student support services (library, counseling, DSP, etc), community partnerships, etc. Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze by gender, age, ethnicity, and on-line (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate). Provide possible reasons for these trends and planned action to equalize student success.

Faculty have remained dedicated to student success, using different approaches to address different learning styles; reorganizing the teaching space, to make resources more available to DSP students as well as the student body as a whole; and creating a new advisory board (as noted above). However, fundamental changes are needed to ensure that students are properly supported.

Regrettably, in its current form, the program is not sufficiently effective in promoting student success. This fact is evidenced by data, which shows marked drop-offs in course completion and retention, consistent across gender, age, and ethnicity. The program changes currently in progress are designed to correct the negative trajectory of the past few semesters. The program itself has been transformed, and awaits Curriculum Committee and Chancellor approval. The SCC administration must also change its level of commitment to the program, and commit to a more engaged leadership, a clearer pipeline to CTE funding, and dependable course sequencing and scheduling.

3.2 Degrees/Certificates Awarded (if applicable). Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

Interior Design—Number of degrees awarded (AS)

2007-8	2008-9	2009-10	2010-11	2011-12	2012-13
0	0	1	1	2	0

Interior Design—Number of Certificates of Achievement awarded

2007-8	2008-9	2009-10	2010-11	2011-12	2012-13
1	0	1	0	3	0

The data indicates that a wave of students entered the program in 2008-09, and some completed the program in '10-'11. The remainder either abandoned their efforts to earn an Interior Design degree/certificate at SCC, or are still waiting for the classes they need to satisfy requirements.

The best way to increase award numbers is a two-pronged approach:

- 1.) Assuming the new program is approved, the program must be sufficiently *advertised*, with an accompanying course sequence/schedule;
- 2.) Assuming administration support, the program must be *offered* in a dependable course sequence/schedule.

3.3 Transfer (if applicable). Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities.

Little data is available, aside from anecdotal, regarding the number of students in the program who are transfer eligible/ready. Once the new program is approved and brochures are printed, faculty will have a document to help guide students towards transfer.

3.5 Career Technical Programs (if applicable). For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/ licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data.

The Interior Design program has always included a capstone course and OCED 090 as requirements. The combination of a course in professionalism, plus on-the-job experience, ensures that students get practical workforce training. Through OCED 090, students build relationships with local business, with which they may pursue full-time or part-time employment upon graduation. Students may also take a course in Exhibition Design, Lighting, or other specialty areas, in order to be more competitive in the Interior Design field upon graduation. As noted in section 1.6, specialized knowledge is in increasing demand in the field.

Students completing the new Interior Design program (AS degree/Certificate) will be prepared to perform the following “Top Tasks,” as identified by The Occupation Information Network (O*Net) :

Confer with client to determine factors affecting planning interior environments, such as budget, architectural preferences, and purpose and function.

Advise client on interior design factors such as space planning, layout and utilization of furnishings or equipment, and color coordination.

Review and detail shop drawings for construction plans.

Coordinate with other professionals, such as contractors, architects, engineers, and plumbers, to ensure job success.

Estimate material requirements and costs, and present design to client for approval.

Subcontract fabrication, installation, and arrangement of carpeting, fixtures, accessories, draperies, paint and wall coverings, art work, furniture, and related items.

Formulate environmental plan to be practical, esthetic, and conducive to intended purposes, such as raising productivity or selling merchandise.

Select or design, and purchase furnishings, art works, and accessories.

Use computer-aided drafting (CAD) and related software to produce construction documents.

Render design ideas in form of paste-ups or drawings.

(<http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?seArchCriteria=interior+design&careerID=&menuChoice=occxplorer&geogArea=0604000075&socode=271025&search=Explore+Occupation>)

PROGRAM RESOURCES

4.1 Human Resources. Include the number and names of full-time faculty, adjunct faculty, classified staff, and the full to part time teaching ratio (compare this ratio to the college average). Describe how the members of the department have contributed to the college and the community to improve student success. List relevant professional development activities, college leadership positions, community affiliations/leadership positions, grant writing, etc. Include any sabbatical activities and their relevance to program goals.

Currently, there is a single adjunct faculty member in the program: Denina Fredrickson. The lack of a full-time faculty member has placed the program at a disadvantage, relative to other small programs in the college that enjoy full-time faculty support. Fortunately, Ms. Fredrickson has dedicated an exceptional amount of time and energy to foster the program's success:

- Creating an advisory committee;
- Researching Interior Design programs at other institutions;
- Overhauling the Interior Design AS and Certificate program;
- Modifying courses for curriculum review;

- Assisting in the writing of this program review;
- Securing CTE funds to renew magazine publications, get new supplies, etc.
- Communicating with Occupational Education staff and coordinating with area businesses to ensure students can enroll in OCED 090;
- Reorganizing classroom space and materials to ensure accessibility and safety.

4.2 Describe any changes to classified or academic faculty since the last program review cycle and how those changes have impacted the program. Address current or future staffing needs.

The program continues to be staffed by a single adjunct faculty member, a situation that has persisted since the last program review cycle. The program is caught in a difficult and untenable cycle, in which a full-time faculty member is needed to lobby for program resources and increase enrollment –but without program resources and increased enrollment, a full-time faculty member cannot be numerically justified. If a related program that enjoys full-time support were to “adopt” or absorb this program, such a reorganization could provide a much-needed boost in support. The School of Liberal Arts Coordinator cannot substitute for full-time faculty attending to the ongoing needs of this program. Further, additional ongoing funding must be secured and allocated to compensate any adjunct faculty who dedicates time beyond teaching duties to run this program.

4.3 Equipment. Address the currency of equipment utilized by the program and how it affects student services/success. Make recommendation (if relevant) for technology, equipment, and materials that would improve quality of education for students.

Updated textiles and other interior design materials must be provided to ensure that students are not working with outdated equipment. A complete inventory must be made of current equipment, and a list generated of necessary equipment for future use.

4.4 Facilities. Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program’s educational objectives.

Interior Design currently shares a classroom space with two other programs—ECE and Communications Studies. As a result, classes can only be offered on Tuesdays and Thursdays. The space is outdated, cramped, and wholly impractical for Interior Design lecture and lab work. When the Performing Arts building is redesigned with Measure Q funds, ideally Interior Design might utilize a new multipurpose space (one that might be shared with costume design, new media , etc.).

In the interim, faculty are pursuing a plan to make the Vallejo multipurpose/art room the main classroom for INTD courses, as the facilities are new and more conducive to student learning.

4.5 Budget/Fiscal Profile. Provide a five year historical budget outlook including general fund, categorical funding, VTEA, grants, etc. Discuss the adequacy of allocations for programmatic needs.

Following is the historical budget for the program:

	Academic Salaries	Classified Salaries	Benefits	Supplies	Other Operating	Capital Outlay	Student Aid	Grand Total
2013	\$7,380.87		\$781.27	\$0.00				\$8,162.14
2012	\$6,384.75		\$835.46	\$116.91				\$7,337.12
2011	\$27,812.21		\$2,866.91	\$570.48	\$370.55			\$31,620.15
2010	\$22,456.39		\$2,258.20	\$1,653.72	\$0.00			\$26,368.31
2009	\$3,311.94		\$357.93	\$1,130.06	\$84.25			\$4,884.18
2008	\$22,724.09		\$2,156.97	\$2,452.45	-\$1,373.48	\$1,115.18		\$27,075.21

New part-time faculty members have had little access to budget information for this program, which has contributed to the program being under-funded. Faculty members cannot secure adequate funds if they...

- do not know how much the program is entitled to receive yearly;
- do not know whom to ask for funds;
- do not know when to ask for funds;
- do not know the general protocol; and
- cannot meet with relevant staff or administration during day, due to other teaching/work commitments.

Hopefully, stronger ties of communication can ensure that budget needs are properly identified and met by existing VTEA funds. If additional funding is required, then faculty should be made aware of additional funding options.

PROGRAMMATIC GOALS & PLANNING

5.1 Summarize what you believe are your program’s strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement.

Over the past five years, the program has been set adrift by the college, which has shown tepid and inconsistent support. Yet students have successfully completed the program, in numbers commensurate with programs that are much larger in size. The new program and course revisions should help set the program on a path toward growth. Areas most in need of improvement are interrelated:

- Enrollment and retention
- Consistency of offerings
- Consistency of resource allocation
- Outreach and communication, both within and beyond SCC

5.2 Based on the self-study analysis, prioritize the program’s short (1-2 years) and long term goals (3+ years). Check whether the goal requires fiscal resources to achieve.

Table 8. Short-Term and Long-Term Goals

<i>Short-Term Goals</i>	<i>Planned Action</i>	<i>Target Date</i>	<i>Person Responsible</i>	<i>Source</i>
1. Modify A.S. Degree and Certificate	<i>Ensure Curriculum Committee reviews and approves program and course modifications currently in Curricunet</i>	<i>Sept. 30, 2013</i>	<i>Ferdinanda Florence</i>	<i>NR</i>
2. Plan budget	<i>Open dialogue with new Dean of Liberal Arts and Dean of CTE programs to ensure budget information is communicated</i>	<i>Sept. 30, 2013</i>	<i>Denina Fredrickson and School of Liberal Arts Coordinator</i>	<i>NR</i>
3. Offer INTD classes according to schedule for Summer/Fall 14	<i>Open dialogue with new Dean of Liberal Arts to ensure support of schedule in case of low enrollment numbers</i>	<i>Oct. 30, 2013</i>	<i>Denina Fredrickson and School of Liberal Arts Coordinator</i>	<i>NR</i>
4. Plan new space for Interior Design classes	<i>Consult with team designing Performing Arts building to ensure facility for INTD courses</i>	<i>Dec. 1, 2013</i>	<i>Denina Fredrickson and School of Liberal Arts Coordinator</i>	<i>NR</i>
5. Promote new Interior Design program	<i>Get new brochures printed and disseminated to local high schools and other venues; Continue dialogue with local leaders in the Interior Design community</i>	<i>May 1, 2014</i>	<i>Denina Fredrickson and School of Liberal Arts Coordinator</i>	<i>NR</i>

6. Expand adjunct hiring pool	Convene hiring committee to increase number of adjunct faculty	October, 2014	Dean of Liberal Arts	NR
Long-Term Goals	Planned Action	Target Date	Person Responsible	Source
1. Get new space for Interior Design classes	Move classes into new Performing Arts building	Jan 1, 2016	Dean of Liberal Arts	NR
2. Expand INTD offerings	Create new, specialized INTD classes, and/or offer more sections of fundamental INTD classes	May 15, 2017	Dean of Liberal Arts	NR
3. Hire Full-Time Interior Design Faculty	Hire full-time faculty member to lead program	Aug. 15, 2017	Dean of Liberal Arts	P

In the source column denote “SP” for Strategic Proposals, “DP” for Department Budget, “P” for Perkins or “NR” for No Additional Resources Needed.