



Cañada College

**COMPREHENSIVE
PROGRAM REVIEW
REPORT**

Interior Design

Program Context

1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

Mission

Can?ada College engages and empowers students in transforming their lives and communities through quality education.

Vision

Can?ada College provides equitable education such that students from diverse backgrounds can achieve their educational goals and benefit the world.

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, which reflect the communities' rich cultural diversity.

Students and faculty have been involved in design projects for the college and the community. Some examples are:

1. Puente Project, Pescadero.
2. One Life Counseling Center, Burlingame.
3. Building 13 participating in the design review process as well as furniture selection.
4. Hair Salon Student Competition, Palo Alto
5. EHD Lounge and Hub area
6. Learning Center, building 9, exploration stage.

We have initiated the Interior Design Pathway for Dual Enrollment partnership with Aragon High School, coordinated by Myra Arellano, Director of High School Transition and Dual Enrollment. We are committed to reaching out to and serving students from all ethnic, age, and economic groups, which reflect the communities' rich cultural diversity with the support of our students and the Interior Design Student's Club.

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."

While the Interior Design Program has focused 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 to San Francisco State and San Jose State, where our students typically tend to go. Both programs, as with several others of the CSU Interior Design Programs, are impacted with enrollment, which means this preparation is critical, including the application and portfolio process to be accepted at those institutions. We have addressed this issue advising our students to take

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some classes that are not included in the articulation agreement with SFSU (the INTD 175, Space Planning and Design course is one example); 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, especially with international students.

At this time, we have no data related to the enrollment impact at SFSU or SJSU. The number of our students transferring to those institutions is low, five or fewer students. SFSU for example, required a portfolio submission as one of the prerequisites to be accepted to that program.

So far, the Interior Design Program at Cañada, has not been impacted by changes in the CSU or high school curricula. SFSU has not made significant changes to its curriculum and our students can navigate through the transferring process with the counselor's advice and the interior design program coordinator assistance.

The Portfolio Development course, INTD 301, was added to the curriculum in fall of 2022, and it is now part of the core for two certificates – the Interior Design and the Kitchen and Bath Certificates, and the AS in interior design.

Gloria Darafshi, Transfer Counselor / Articulation Officer, has initiated the submission of one of the interior design courses, INTD 150 and 151, History of Interiors, to Cal-GETC that will be effective beginning Fall 2025. This course is currently on the UC IGETC pattern and is currently approved for CSUGE Area C1 Arts but is not approved for Cal-GETC Area 3A Arts.

We have also initiated the Interior Design Pathway for Dual Enrollment partnership with Aragon High School and keep supporting the recruitment department at Cañada.

3. Community & 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.

The decline and volatility in the housing and design market (along with the economy) since 2008 has influenced enrollment in the program as well as the entire college and appears to be recovering more slowly than anticipated after the COVID declared pandemic. While one might think students would take the opportunity to return to school, they have not been coming in the numbers expected (needing to work, instead at any job to earn needed income, the increase in cost of life including housing, 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 or universal design, and in the sustainable design area given the adopted green building codes in California, including lighting and energy efficiency requirements (California Title 24), the SB-100, as well as greater demand for it by the public. Another changing need is for designers with knowledge and skills in 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 their needs. According to the US Bureau of Labor Statistics, "Employment of interior designers is projected to grow 4 percent from 2022 to 2032, about as fast as the average for all occupations." Designers will be needed to respond to consumer expectations that the interiors of homes and offices meet certain conditions, such as being environmentally friendly and more easily accessible. <https://www.bls.gov/ooh/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 using tools such as Sketch-up Pro, Chief Architect,

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Revit, among others. As a result, the Interior Design Program added a new course that reflects the industry demand, especially in the kitchen and bath sector. Also, in addition to AutoCAD for projects, the preparation of digital portfolios has been included. However, despite 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 (November 15th, 2024, is the next scheduled meeting) to analyze and discuss the current and future situation of our program. In the last meeting on May 5th, 2023, we agreed on the importance of teaching in person based on the lack of practical experiences shown by newly graduates due to the online mode teaching during COVID.

It is important to mention that for the last two years, including this fall semester of 2024, job opportunities as well as internships offer have increased for our students. The recovery of the construction sector after COVID pandemic has been steadied providing a better future for interior designers.

Looking Back

4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

All architecture and interior design course outlines had been revised following the two years cycle mandated by the state (last cycle was November 2022). The review process will continue in 2024-2025 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 before COVID District class cancellation policy was not ideal to the cycle as INTD / ARCH course offerings each semester have been reduced since 2008. The more advanced / capstone courses are offered once every one or two semesters 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, the planning of the program becomes more challenging.

The Advisory Committee and faculty members usually discuss if streamlining the coursework for the completion of the Certificate of Achievements is necessary. So far, the only class that has been added is INTD 301, Portfolio Development, which started in fall of 2022. 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, 38.0 units and one elective course for a total of 41 units. The Portfolio Development course was added in fall of 2022 which brought the number of units to 38. The justification for increasing the number of units is based on the minimum requirements of units for students planning to take the IDEX – Interior Design Exam, after completion of the interior design certificate. This exam is administered by the non-profit organization California Council for Interior Design Certification (CCIDC), that holds the CID title, certified interior designer.

2. Choose from two CAD options, INTD 360, AutoCAD for interior designers or INTD 361, Chief Architect, only one is required.

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3. Complete required General Education coursework and electives as needed to meet the minimum 61 units required for the associate degree.

Home Staging Certificate of Achievements: total units to complete: 24

1. No changes.

Kitchen and Bath Certificate of Achievement (Affiliated with NKBA, National Kitchen and Bath Association).

1. Complete Core Courses, 36.0 units and two elective courses for a total of 42 units. The Portfolio Development course was added in fall of 2022 that is why the increment in the number of units to 36.

The goal of this action is to improve efficiency of the program with better options for our students. No other changes have been made.

5A. Progress Report - IPC Feedback

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

Below are the responses to the recommendations in the last program review cycle.

A. 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".

https://canadacollege.edu/programreview/1819/1819_IPR_InteriorDesign_IPCFeedback.pdf

Information needed: Evidence in the form of data would be helpful and Impact on program because of impacted programs such as SFSU.

A goal of the program is to smooth the preparation and articulation process for those students who plan to transfer, primarily to San Francisco State and San Jose State, where our students typically tend to go. Both programs, as with several others of the CSU Interior Design Programs, are impacted with enrollment, which means this preparation is critical, including the application and portfolio process required by some of those institutions.

We have no data related to the enrollment impact at SFSU or SJSU. The number of our students transferring to those institutions is low, three or fewer students. SFSU for example, required a portfolio submission as one of the prerequisites to be accepted.

So far, the Interior Design Program at Cañada has not been impacted by changes in the CSU curricula. SFSU has not made significant changes to its curriculum and our students can navigate through the transferring process with the assistance of counselors.

B. 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.

Addressing the comments about new programs in the kitchen and bath. The NKBA, National Kitchen and Bath Association, to which our program is affiliated with, has a defined path for aspiring designers in this field, to take the appropriate exams. So far, our students are prepared to take the steps to succeed in those exams if that is the path they take. As members of this professional organization, we stay updated about any changes or requirements for our students to follow.

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

The Interior Design Program had no online classes at the time of this feedback. We started offering online classes during the COVID pandemic stay home mandate. As of today, we only have two online

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course, INTD 150-151 and INTD 260.

D. 6A. Impact of Resource Applications: 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".

Information needed: Further description of new resources' impact on program. Further description of impact on students. Efforts to make changes.

We believe that this information was provided. One of the biggest impacts we had on our program was the situation of the building with furniture and technology as well as enrollment due to the maximum number of students set for our courses. Building 13 was refurbished, and we are now enjoying a better environment. But the maximum number of students will be kept into discussion due to the nature of our courses as a CE program.

Below is what we have submitted before this comprehensive program review.

The current furniture for drafting in 13-13 is wearing out. The drafting chairs are over 15 years old and no longer easily adjustable, not to mention many are stained. The drafting tables and Borco covers are at least 15 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, not the ideal, 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 face-lift 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). We are in need of 30 laptops to keep in one of our classrooms to provide our students with the latest in design software.

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 note-taking 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.

E. 6B. Impact of Staffing Changes: 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".

It is our understanding that this point was addressed. Even though we have hired new part-time faculty to substitute retiring faculty members and that it is becoming very difficult to find part-time faculty willing to accept the teaching loads specially because of the pay rate, we have been able to keep offering courses, so our students are able to complete their study plans.

F. 8A. Access & Completion: 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

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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?

Information needed: Further description of the disproportionate impacts in some or all identified areas | Gaps that are most important for improving program outcomes | Changes that could be implemented.

Some of the gaps that have been identified in our program and that are still present as we speak are low enrollment of African American and male students. This is what we responded to in our last review cycle and a more thorough analysis is presented in this new comprehensive review program. - "The equity supplement data shows a gap in the number of male students, both Black and Hispanic compared with female students. The interior design profession has been historically women driven. We will continue to attend events such as school fairs, high school outreach programs, among others to spread the word about our program".

G. 9B. 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.

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.

10. PLO Assessment—Plan: 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?

Information needed: Evidence of assessment plan | Further description of Assessment Plan
To respond to the above statement, please see point # 9B and #10 for this comprehensive assessment cycle. We have been using similar assessments plans for our SLOs without significant changes.

5B. Progress Report - Prior Program Goals

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

- Preparation to celebrate the program 50th anniversary in May 2023 including a graduation event that lasted two hours.
- Exhibition to celebrate and display students' work and the history of our program for the last 50 years.
- Active participation in the retrofitting process of Building 13.
- Comprehensive course and program offerings which prepare students for a variety of jobs in the interior design industry.
 - o 21 courses total after adding the INTD 301, the Portfolio Development course.
- 41 units required for the INTD Certificate of Achievement to fulfill the educational requirement for the IDEX (interior design exam) to become a Certified Interior Designer (CID) in California after finishing the program (the minimum requirement to take the exams is 40 units; we have 41 units in place).

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- o 42 units for the K&B Design Certificate of Achievement after adding INTD 301, the Portfolio Development course.
- 24 units for the Home Staging Certificate of Achievement, no changes.
- Three certificates and the AS Degree, including signature programs such as:
 - o Kitchen & Bath Design Certificate, affiliated with NKBA (National Kitchen & Bath Association) – first community college in the country to be accredited.
 - o Home Staging Certificate – first in Northern California.
- Student success and retention rates consistently among the highest at the college – above 80 – 86%
- Experienced faculty team
 - o One full-time Interior Design faculty and eight part-time faculty members with diverse and complimentary areas of expertise & experience.
- Active Student Club, Advisory Committee, and community project volunteer.
- Successful practicing and award-winning students and graduates.
- Hands-on design experience with campus and community projects:
 - o Building 13 renovation process.
 - o One Life Counseling Center in Burlingame.
 - o Puente Project in Pescadero.
 - o Lobby Theater, Building 3.
 - o Building 22, ECE faculty /students/ staff workroom.
 - o Potential Learning Center improvements.
- The Cañada College Interior Design Program is successful at preparing students to enter the diverse areas of the Interior Design profession.
- High enrollment in the Cooperative Education class, INTD 672, last semester with over 20 students.
- Students are successful in their course work and able to complete their degree and / or certificate requirements.
- 33 students graduated in May 2024 of which:
 - o 15 received the AS Degree in Interior Design
 - o 10 received the INTD Certificate of Achievement
 - o 11 received the K&B Design Certificate of Achievement
 - o 10 received the Home Staging Certificate of Achievement
- The renewal of the Program's Affiliation Status by the National Kitchen Bath Association (NKBA). Cañada students consistently win the NKBA Excellence Award, and we are proud of their contribution to this prestigious honor. This Affiliation 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 next academic year.
- Back to the newly renovated building 13.
- Continue to update the department's new identity, and the website, for outreach and marketing of the program and the variety of offerings.
 - o Thanks to Mary Hales and Jennifer Barbosa, we have new marketing materials that will help to better promote our program.
- Continue to support the interior design student club as an integral part of preparing students to enter the workforce.
 - o The student club, which affiliates with two local professional organizations, the ASID Peninsula Chapter and the NBKA Northern CA Chapter, has around 70 new members.

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- o The club organizes field trips to different showrooms in the Bay Area; invites guest speakers; coordinates volunteer work, among other activities.
- Keep searching for partnership with local businesses to strength our certificates.
- o Meeting with potential employers to establish internship opportunities for our students, for example with Harrell Remodeling, a company dedicated to excellence in design in the Bay Area, with 45 years of experience working for commercial and residential clients.
- Challenges: Enrollment
- o One significant issue in this analysis is the fact that the maximum enrollment for most of our courses is set between 30 and 35 students. For a CTE program (CE now) 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.
- Keep working and collaborating with the Marketing Department to promote our program. Having a dedicated workforce team will help with this endeavor.

6A. Impact of Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

The former Division Dean has supported hiring student assistants or tutors to assist with selected studio supervision (i.e., ARCH 110 – Interior Architectural Drafting, INTD 128 Presentation Techniques, INTD 360 – Computer Applications for Interior Designers, INTD 361 – Chief Architect). We also have a pilot program in place to train future part-timers (we have one part-timer in training for teaching assignments in the near future). With the approval of the Division Dean, we have been able to pay to one of our part-time faculty for non-teaching assignments to do some tasks such as organizing the resource library, requesting new samples to showrooms to discard dated ones, and support our students with the use of technology. The decision to move forward requesting an instructional aide or a full-time faculty will be based on enrollment situation, however, the goal will be to hire a new full-time faculty.

Thanks to the refurbishing of building 13, we are enjoying new tables and chairs in the two classrooms the interior design program counts on. The drafting chairs were over 15 years old and no longer easily adjustable and the drafting tables and Borco covers were at least 15 years old, were dirty, and were not meant to withstand the heavy use of a classroom setting – screws that hold the tops at a slant were stripped and slipping down. The two classrooms are located on the first floor of building 13 including a resource library and a faculty closet. The newly redesigned classrooms have been provided with new cabinets and closets for storage and countertops, not to mention technology.

The furniture situation we had in both classrooms made the rooms overcrowded, especially in the area with the suspended ceiling. Teaching was difficult due to the noise coming from the HVAC system. That was one of the improvements achieved with the building renovation.

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). We needed laptops to keep in one of our classrooms to provide our students with the latest in design software. That was provided as well. We started this fall of 2024 semester with new laptops up to the requirements of the industry. We also have iPads for our students to use in class so they can complete class assignments and activities.

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The lack of electrical outlets was another issue we were facing in the old building. That was solved with the renovation of the building. Tower outlets and floor outlets were included which allows students to keep laptops running.

6B. Impact of Staffing Changes

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

Not Applicable. We have hired new part-time faculty to substitute retiring faculty members. It is becoming difficult to find part-time faculty willing to accept the teaching loads especially because of the pay rate and the time commitment to the academic field.

Current State of the Program

7A. Enrollment Trends

Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

The enrollment trends are different for the different courses in Interior Design, and are unpredictable, rising and falling with the economy, as this field is very much economy driven. It is also difficult to analyze, and it would be helpful if the Architecture and Interior Design courses were combined into a single report – there is only one architecture class, and it is an important prerequisite and foundation course for most of the interior design classes. This request has been made, so until they are combined, drawing useful conclusions is a challenge.

Headcount

Looking at the Headcounts by Course, there are 16 courses with an unduplicated total of over 100. INTD 115, Introduction to Interior Design, for example, is one of the feeder courses offering two sections in spring semester and one in fall. It shows a high pick in spring semester of 2021 of 85 during COVID. It has remained above 40 for the most part. Fall semesters show a good headcount taking into consideration that the classroom maximum capacity is 34 students, and the class was taught in-person for the last two semesters.

The courses with unduplicated headcount under 100 are:

INTD 301, Portfolio Development, started in fall of 2022, showing a low headcount, 24 total. This is a culminating course with 3 prerequisites which might be one of the reasons why the headcount is low. Most of our students are part-timers taking two or three classes per semester. Also, some students decide to take other classes such as INTD 150, History of Interiors, offered in fall semester and a prerequisite to continue with INTD 151 in spring semester.

As of fall semester 2024, the interior design classes are in-person except for INTD 150-151 and INTD 260, that remain synchronous. INTD 672, the cooperative education for interior design, is held online with 3 mandatory orientation meetings. The Interior Design Program has one of the highest enrollment campus-wide for this class.

INTD 175, Space Planning and Design, shows ups and downs with enrollment, especially in fall 23 and spring of 2024. This is a more technical and advanced course which students tend to postpone. Enrollment this semester of fall 2024 is 31.

INTD 272, 276, and 357, are specialized courses only for the Kitchen and Bath Certificate, with enrollments above 10 but no more than 30. This certificate has been in place since 1988, the first in the state and second in the nation. It has been one of the signatures of the program with students winning awards locally and nationally.

INTD 300, Home Staging, was difficult to teach online, one of the reasons for low headcount and semester offerings. We have had three different faculty teaching the class since we started offering it, and we hope this trend can change once we get the room on campus to use as a design lab.

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ARCH 110, Interior Architectural Drafting, was also difficult to teach online during the COVID pandemic due to the need of drafting tools and an overhead camera. This course is one of the feeder courses, and we were able to offer two sections in spring of 2021 – synchronous, and in 2024 semester. The headcount has been above 20 every semester and last spring we had a total of 57, a little lower compared to the spring semester of 2021.

FTEF and Load Analysis

The FTEF went from five to eight between 2020-2021 and 2022-2023. It then dipped down to six in 2023-2024. This is due to a part-time faculty leaving the program and the need for replacement to continue offering our core courses. The program is up to eight part-time faculty starting in fall 2023. FTES on the other hand reflects the enrollment trend during COVID-19 and the slow return to in-person teaching. Between 2019-2020 and 2022-2023 it went from 61.58 to 98.61. However, there was a large dip to 56.47 in 2023-2024 with some classes having 10 or 15 students in attendance. The only full-time faculty in the program has been teaching only in-person since spring 2023. The data reflects a decrease in FTES in comparison to 2022-23, with a Load of 228 for the same academic year but up to 298 for 2023-2024 and a course success rate above 82.0%. The data corresponding to the Interior Architectural Drafting, ARCH 110, has not been included in the packet yet. Load increased from 311 to 400 between the 2019-2020 and 2020-2021 academic years, this was during COVID-19. It then remained flat and then sharply declined between 2021-2022 and 2022-2023 to 228 from 385, finally increasing to 298 in 2023-2024. Students have been returning to in-person classes slowly but steadily.

One significant issue in this analysis is the fact that the maximum enrollment for most of our courses was set between 30 and 45 students before and during COVID. For a CE program offering specialized courses it is unreasonable to expect sections filled to that level. Now that we are back into the newly refurbished building 13, hopefully this trend will level out. However, we need to keep working with the administration to revise the class size maxima based on the CE nature of our program: specialized courses such as those for kitchen and bath, home staging, computer software among others.

Also, another issue is the number of courses most of our students take every semester (one to three courses).

In conclusion, between 2019-2020 and 2022-2023 overall enrollments increased from 657 to 946. After that point it then declined to 566 in the 2023-2024 academic year. Headcount has remained flat overall. We still want to highlight that our program has a high retention and certificate completion rate.

7B. Significant Changes in Your Program

Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

Between 2019-2020 and 2022-2023 overall enrollments increased from 657 to 946. After that point it then declined to 566 in the 2023-2024 academic year. Headcount has remained flat overall. Changes in enrollment trends are based on synchronous mode during COVID and after COVID. Returning to in-person classes is picking up slowly. No significant changes in course offerings in this period has occurred, it has remained the same with one class added in fall semester of 2022, the INTD 301, Portfolio Development. This course began as synchronous during COVID with an enrollment of 10 students and has remained around that since then (the class has been taught in person since last fall). There is no significant correlation between course offering and enrollment trends.

FTES reflects the enrollment trend during COVID-19 and the slow return to in-person teaching. Between 2019-2020 and 2022-2023 it went from 61.58 to 98.61. However, there was a large dip to

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56.47 in 2023-2024 with some classes having 10 or 15 students in attendance. The only full-time faculty in the program has been teaching only in-person since spring 2023.

Overall section count has remained flat for the most part with the only notable incline being 27 to 30 in 2022-2023. It then went back down to the usual range of 28 in 2023-2024.

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, most of the students enrolled are Interior Design majors. When comparing the ARCH 110 headcounts college wide, this course is performing well. Still, our program has a high retention and certificate completion rate.

7C. Planning for Your Program

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

1. Revision of the class size maximum.

- Keep working with the Division Dean to ensure that the classrooms' capacity is followed in the newly redesigned building, taking into consideration that the program offers specialized courses where enrollment can be between 10 and 15 students.

2. Consolidate and streamline the coursework for the completion of the Certificate of Achievements. We will achieve this with the two-year review cycle and with feedback from members of the Advisory Committee if necessary.

3. Keep working and collaborating with the Marketing Department to promote our program. Having a new Director of the Workforce will help with this endeavor.

4. Community outreach to attract high school students including African American.

- Collaborate with Umoja program and with Black students' club.

We are working with the Interior Design Students Club to communicate with other clubs on campus.

- We have initiated the Interior Design Pathway for Dual Enrollment partnership with Aragon High School.

4. Working with San Francisco State University, San Jose State University and CCA – California College of the Arts to establish new articulation paths to better serve our students.

8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

We have been experiencing an increment in enrollment for in-person classes, especially with introductory courses which are the feeders to our program, INTD 115 and ARCH 110. An active student club, the support of a former Dean, and a collective effort in promoting our program have been an integral part of 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. Course offerings have remained constant throughout the review cycle and before COVID. INTD 301, Portfolio Development, is the only course added to the program since the last program review. Our students have been able to complete their certificates while completing courses at Cañada College.

According to the Course Enrollment and Success Detail Report there is no significant difference in student success and retention from 2019-2020 to 2023-2024 academic year. The overall success rate has remained flat for the most part. It tends to hover around 83%-86%, placing the program completion and success above college wide level. However, there was a notable dip in 2022-2023 to

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77% which quickly recovered to 85%. Withdrawals were also flat hovering around 10-12% with an increase in 2022-2023 to 16%. It then dropped back down to 11% afterward.

Looking at the Course Success and Withdraw Rates table and taking into consideration that our student population is mostly part-time, the completion and success rate is above 70% based on enrollment from 2019 to spring of 2024, this includes the report from the only architecture class in the program, ARCH 110. Some reasons behind withdraws are students looking for jobs to support themselves and family; family or health issues; inability to take more than two classes, among others.

Enrollment in INTD and ARCH courses is limited by room size and the number of seats available in each of the newly renovated interior design classrooms in building 13. Because of the nature of the interior design and architecture courses, large lecture classes with more than 25 to 30 students are not recommended. Drafting and other types of drawing require more table space than a typical student desk, another limiting factor. Most courses in this program are project and discussion based, so in addition to needing more space to work, interaction with and among individual students is critical. This affects the load numbers, a reason the department limits offerings in hopes of achieving as close to the maximum number of students in each class section as possible each time it is offered.

The decline and volatility in the housing and design market (along with the economy) since 2008 and later with COVID-19, has influenced 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 - before the free college tuition program -, and the enforcing of prerequisites are additional factors). We believe it has leveled off and is beginning to pick up. Despite this, the success and retention rates in both ARCH and INTD remain high, above the college average, which has been a consistent trend for the program throughout the years. The outstanding faculty do an excellent job in working with, assisting, and encouraging students towards their desired goals, a contributing factor to the high success and retention rates. Another factor is that the Interior Design profession is a competitive one, and students realize that the more education and credentials that they have (degrees, certificates), the more employable and credible they are. We are seeing this with the increased number of continuing and returning students, including those from 10 or more years ago. The total number of Interior Design degree and certificate recipients each year remains high, one of the highest in the entire college, though it does fluctuate. In 2023-2024 academic year 33 students graduated out of which 15 received the AS Degree in Interior Design, 10 received the Interior Design Certificate, 11 the Kitchen and Bath Certificate, and 10 the Home Staging Certificate. (The Program of Study: Degree and Certificate Earners by Year report shows discrepancy with the program report). Students do realize the importance of education to enter this competitive field, and the completion of degree / certificate requirements adds to their credibility and marketability; consumers as well as employers are looking at that increasingly. Over the past several years, we have seen an increase in the number of returning students with the goal of completing the certificate or degree they started on years ago, probably one of the factors in the increase of students aged 40 and over, particularly men, looking to update and broaden their knowledge and skills. The addition of the Home Staging Certificate fills a niche not found elsewhere in public higher education in this part of the state. More students than previously seem to be transferring to a 4-year program (generally San Francisco State or San Jose State and at least one to CCA) to obtain a bachelor's degree (regardless of whether it is declared as a goal). These are typically the younger students (whose number is increasing in the program) who do not already have a bachelor's degree (or higher) in another field. There are also a handful of students in the last few years, who completed a specific pathway program at Cañada,

Program Review

already have a bachelor's degree or higher from another institution and go directly into the master's program at San Francisco State University. These numbers are also difficult to obtain, as it is self-reporting.

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

8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a 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?

According to the Equity and Disproportionate Impact dashboard and enrollment data there are three student subgroups underrepresented in the Interior Design Program. Those are: male, students aged 18-22, and less than part-time. The students enrolled in the program are 88% female. Females show a slight advantage in success rate according to the Retention and Success by Gender table. Analyzing the data shown on the Retention and Success by Age table there is no significant difference in retention and success among the different age groups including for Age 18-22 with 70% which represents an improvement compared to previous semesters. There is no significant difference when analyzing the retention rate shown on the Retention and Success by Enrollment table.

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

While remaining predominantly female, there are between 10 – 15 % males consistently in the Interior Design Program, the average in the Architecture Program fluctuates around 25%, for example, in the ARCH 110 course. The Architecture classes do attract pre-architecture, engineering, contractors, and high school concurrent enrollment male students. The hope is to increase the number of males in both programs, especially with the new marketing strategy. The faculty work hard to recruit and retain male students.

The major changes have been in ethnicity, age, and level of previous education, much more diverse than previously. More Hispanic and International students, especially from the Middle East than 10 + years ago. The diversity of the Bay Area and the high-tech industries are reasons for the ethnic diversity. This adds richness and broad perspectives to the classroom.

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

We are seeing younger (under 25) students than previously. A probable explanation includes increased outreach by the program and college through high school / tech prep and informational programs, but also the rising cost and competitiveness of private art and CSU programs. The need for a more affordable alternative is sought after by students who enroll in lower division courses, especially with rising costs and mounting student loan debt (private art schools such as the Academy of Art University and Art Institute campuses). Additionally, most of the CSU Interior Design programs have impacted enrollment (both San Francisco State and San Jose State's programs, but at most of the few remaining others in the state as well), which makes admission and enrolling in courses there competitive and more difficult.

Program Review

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

8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, 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”.

The Interior Design Program did not have online classes until the COVID-19 pandemic. Students and faculty were able to quickly adapt to the demands of moving to online teaching during that time. There were challenges during that time including access to a reliable internet connection, quality computers and budget to acquire one – especially for software programs – reason some students had to drop classes. Synchronous classes declined slightly over time going from 84% in 2020-2021 to 80% in 2023-2024.

The success rate for face-to-face classes in Interior Design has remained flat overall ranging from 89%-84%. However, there was a decline in face-to-face success in 2022-2023 which dipped down to 68%. It then rose back to its normal range in 2023-2024. An example of face-to-face success rate is the ARCH 110 class, with over 77% and a high headcount.

We have been returning to in-person modality slowly and students are responding well to this transition.

As of fall semester 2024, all interior design classes are in-person except for INTD 150-151 and INTD 260, that remain synchronous. INTD 672, the cooperative education for interior design, is held online with 3 mandatory orientation meetings every semester. This class has one of the highest enrollment campus-wide when compared with similar classes.

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program’s /Department’s Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All courses in the assessment plan have been assessed for this comprehensive program review cycle and after the COVID period. We need to continue working in this area. Depending on the individual courses, the assessment tool varies. 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.

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- We have a 3-year assessment plan. This is the link to our plan:

<https://www.canadacollege.edu/assessmentsloplo/docs/draft2023plans/updated-interior-design.pdf>

9B. 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?

We are up-to-date with the SLOs assessments and will continue working on keeping them updated. The SLO assessment is based on good planning from instructor preparing students to succeed at the end of the semester.

The assessment tool varies. We have been using the following analysis: the success in the project outcome was that 80% of the students scored 70% or higher in the assignment. If the learning outcome was accomplished since 90% of the students got a score of 70% or higher in the project measuring the outcome, then the strategy is successful.

At this time, we do not need to implement any specific plan to improve the outcome of assessment because the result of the spring 2024 semester was satisfactory with students getting a score of 70% or higher.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year 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?

The PLOs for this program review cycle have been assessed. The three PLOs for the Interior Design Program are:

1. Communicate design concepts clearly and concisely (i.e., visual, oral, and written).
 - a. Various assignments and projects throughout the semester will be used to evaluate students' performance. Instructors will create a rubric to evaluate students based on projects / assignments criteria.
 - b. The Criterion for Success is that 80% of the students will score 70% or higher in the project.
2. Develop competitive industry standard skills in the respective fields.
 - a. This PLO relates to the Workforce skills and how to prepare students for the job market.
 - b. Portfolio will be used to measure skills developed by students in capstone classes such as INTD 175, INTD 272, INTD 276.
 - c. A rubric criterion developed by the Instructor of Record will be used to measure the student performance.
 - d. The success in this outcome will be that 80% of the students received a score of 70% or higher in presenting at least three high quality projects measuring this outcome.
3. Understand the elements and principles of design through subject-specific implementation.
 - a. A rubric developed by the instructor of record will be used to evaluate level of completion, following instructions, professional presentation, among others applying the principles and elements of design.
 - b. The Criterion for Success in this outcome will be that 80% of the students received a score of 70% or higher in completing assigned projects.

After evaluating the PLOs for the program, the conclusion is that the criterion for success was achieved since 80% of the students received a score of 70% or higher in completing assigned projects. These results are also based on the SLOs analysis and criterion of success reported by instructors of record for the assessed course objectives.

There is no improvement plan set at this time. We will keep providing our students with relevant assignments for them to succeed in class and be better prepared to enter the workforce.

Program Review

Looking Ahead

11. Planning for the future is an important part of Program Review. This is your opportunity to identify new directions for growth and improve your program. Based on your analysis of the data and your responses to the questions above, identify specific and measurable goals and action plans for achieving those goals. Consider goals such as, but not limited to: updating curriculum, closing equity gaps, responding to student and community needs, etc. Please enter your response in the textbox below

1. Plan for community outreach: Continue working with our students, faculty, Advisory Committee, and the professional community to ensure the best outcome for our program, Year-round, Program Coordinator, faculty members, Division Dean.
 - a. We have initiated the Interior Design Pathway for Dual Enrollment partnership with Aragon High School coordinated by Mayra Arellano, Director of High School Transition and Dual Enrollment.
2. Identify and choose best marketing practices: Keep working on marketing strategies to promote our program and improve enrollment, Year-round, Program Coordinator, Dean, Director of Workforce, PR Director Cañada College; Administration.
3. Plan and build partnership: Work with the design community to build new partnerships to provide our students with internship opportunities. Year-round, Elsa Torres, Faculty members, Advisory Committee, David Gainey, Project Director of Apprenticeships.
4. Request a classroom to be used as a lab for our students to put into practice what they have learned in class.
 - a. We need a space on campus to be used by our students as a lab. The lack of hands-on experience is limiting students in getting internships or part-time jobs because employers prefer professionals with ready-to-go skills.
 - i. Courses that will use the space: home staging, space planning, color and design, materials and finishes, kitchen and bath.
 - b. This will provide our students with a great opportunity to be better prepared for the job market especially Latinx students and students of color.
 - c. Application of VR - Virtual Reality technology, among others.
5. Collaboration with other departments on campus.
 - a. EHD redesign the lounge and kitchenette.
6. Prepare exhibitions to display students' work.

Next Step: If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there. Otherwise, this is the last prompt in the comprehensive program review form.

Supporting Information

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Interior Design

Item Requested

Classroom to be used as the interior design lab.

Item Description

A classroom at least 25'x40' size, unfurnished, with plumbing, electrical outlets and some electrical fixtures.

Program Goals this Request Supports

1. Provide occupational education and training directed toward current industry standards and certifications for first time students, continuing students, returning students, as well as individuals who need to update their knowledge and skills for their own business and / or personal use | 2. Serve students from all ethnic, age, and economic groups, which reflect the communities' rich cultural diversity.

Status

New Request - Active

Type of Resource

Facilities Requests

Cost

10,000

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

By making available resources and developing the technical skills of disadvantaged students who otherwise will not be able to gain the work experience required by employers in the Bay Area. In this space students will be able to bring to life their design concepts and group collaborative projects. The finished presentation will be available to foster community engagement.

Critical Question: How does this resource request support Latinx and AANAPISI students?

The aforementioned advantages will have the greatest impact on the Latinx and AANAPISI students who might be under financial aid, low-income family, financial hardship, and language barriers.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need

Support innovative teaching that creates more equitable and antiracist learning environments

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Help students explore and find employment in fields of their choice

Provide adequate access to technology