



ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL)
ASGC ADOPTED SPRING 2011

Department/Program Title: Interior Design and Architecture

Date submitted: March 23, 2014

0. Key Findings:

- The Cañada College Interior Design Program is successful at preparing students to enter the diverse areas of the Interior Design profession.
- Students are successful in their course work and are retained, and complete their degree and/or certificate requirements.
- There is a continual need for updating instructional materials, equipment, and facilities to meet the ever-changing needs of the profession and adequately prepare students.
- The NKBA Accreditation of the Kitchen & Bath Certificate Program is an important aspect and signature of the college, with graduates entering, gaining certifications, and being successful professionals. This needs to continue with support (i.e. additional release time) for the process for the 2014/2015 academic year.
- There is the need for a full-time faculty hiring, with the retirement of Dr. Nancy Wolford in June 2013.
- Continue to update the department new identity, the website, and club facebook page for outreach and marketing of the program and the variety of offerings.
- Start searching for possible partnership with local green building organizations to strengthen the Sustainable certificate program, another niche for the department. The certificate has been helped by participating in the HERO grant, which ended in 2013, providing necessary energy efficient testing equipment.

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

List of names and positions: Elsa Torres, Full-time Assistant Professor and Program Coordinator, with input from the following PT faculty members: Denny Holland, Sharon Kasser

2. Writing Team and Contact Person: Elsa Torres, contact person

3. Program Information

A. Program Personnel

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

FT Faculty: Elsa Torres, Assistant Professor, Program Coordinator

PT Faculty: Steven Davis, Denny Holland, Anjana Joshi, Sharon Kasser, Jill Hornbeck, David Muzio, Debra Norris, Kenneth Rose

FTE FT Classified: NONE

PT Classified (hrs/wk): None



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Volunteers: See student workers, although there are also several volunteers from the Advisory Board, Professional chapters of ASID and NKBA as well as the student club members that assist as needed.

Student Workers : Varies, but members of the Student ASID/Interior Design club volunteer and assist with the resource room organization and other projects as required. Of note fourteen students volunteered, including the President of the club Shirley Phelan, to clean up and reorganize the resource room before spring 2014 semester started.

B. Program mission and vision

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

The mission and vision of the Interior Design program is to:

- Provide up-to-date quality instruction in the interior design field
- Offer lower division course work leading to Certificates and/or Associate of Science Degree, and Transfer elective courses that enable students to transfer to the California State University system or other four year public or private institutions.
- Provide occupational education and training directed toward current industry standards and certifications for first time students, continuing students, returning students, as well as individuals who need to update their knowledge and skills for their own business and/or personal use.
- Reach out to and serve students from all ethnic, age, and economic groups, that reflect the communities' rich cultural diversity.

C. Expected Program Student Learning Outcomes

Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

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

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.



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

SLO

Assessment Tools

| PLO | Assessment Method Category |
|---|--|
| Communicate design concepts clearly and concisely (i.e. visual, written, and oral) | Assessment is through examinations, culminating project and/or portfolio project |
| Students will develop competitive industry standard skills in their respective fields | Assessment is through examinations, culminating project and/or portfolio project |
| Understand the elements and principles of design through discipline-specific implementation | Assessment is through examinations, culminating project and/or portfolio project |

4. Response to Previous Annual Program Plan & Review

Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc>

(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

Guideline: Original documents can be linked or attached, as needed.

The Interior Design Program had its Comprehensive Program Review (CPR) in May 2013. The recommendations from the 2013 Annual Program Plan Feedback form (http://canadacollege.edu/programreview/1213/INTD_PRFeedback_2013.pdf), were addressed, responded to, and included in the Comprehensive Program Review (see attached Appendix A - CPR document). The following are the items analyzed in the CPR:

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

5. Curricular Offerings (*current state of curriculum and SLOAC*)

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

SLOAC = Student Learning Outcomes Assessment Cycle

Tools: **TracDAT folders in SLOAC** sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Curriculum Committee <http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/>



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A. Attach the following TracDat and Curriculum data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from [TracDAT folders in SLOAC sharepoint](#)). These are attached as two separate PDF files, one for ARCH and one for INTD, which provides this information.

With about half of the interior design courses being taught by part-time faculty, and several of those are once a year, and in the case of 3 courses, once every other year, it is a challenge to get this information from them on a regular basis and keep it up to date. A few teach just one class, once a year, so getting a timely response, or one at all, is difficult and not unusual. This data (especially assessment results and documentation) has holes that we will continue to work on filling. Most courses do have results, action, and follow-up for at least one SLO, which was the goal for this report and for the college accreditation report. There may be an exception for those courses that were not taught in 2012/2013, fall of 2013, or are being taught this current spring 2014 semester, so results and action are not yet available. This is an ongoing process that we will continue to work on.

Please note, the following courses currently listed in TracDAT have been deleted or banked, have not been taught since Fall 2011, and are no longer requirements for any of the Interior Design Certificates or the AS degree, and therefore, should be removed from TracDat. They are not included in the attached reports and have been listed as inactive. These courses are INTD 147, INTD 165, INTD 278, INTD 402, INTD 680 CB, and INTD 680 CC. INTD 403 has not yet been taught and INTD 276 was last taught in Spring 2011 and was taught spring 2013.

- List courses with COR's over 6 years old (attach documents from [Curriculum Committee](#))

All architecture and interior design course outlines are less than 6 years old and have been revised within the last 1 - 2 years and are current on the Curriculum Committee website in sharepoint.

Courses and the degree and certificates were reviewed in the 2012-2013 and 2013-2014 academic year for any necessary updates and/or revisions.

B. Identify Patterns of Curriculum Offerings

Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

See planned curriculum cycle attachment (through spring 2014), **Appendix A**. This spreadsheet includes each of the current degree and certificates and which courses are a part of each one, as well as projected semester and year of offerings.



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

Below, is what would be considered an ‘ideal’ curriculum cycle for ARCH/INTD course offerings:

Offer the following courses each semester (fall and spring), every year:

- ARCH 110 – Interior Architectural Drafting
- INTD 115 – Introduction to Interior Design
- INTD 126 – Critical Thinking for Interior Designers
- INTD 128 – Presentation Techniques I
- INTD 129 – Presentation Techniques II
- INTD 148 – Color and Design
- INTD 150 – History of Interiors I
- INTD 151 – History of Interiors II
- INTD 175 – Space Planning and Design
- INTD 360 – CAD Applications for Interior Designers
- INTD 400 – Principles of Sustainable Design
- INTD 450 – Materials and Finishes
- INTD 672 – Cooperative Education: Internship

Offer the following courses once a year (every 2 semesters):

- INTD 250 – Professional Practices for Interior Designers
- INTD 260 – Overview of Lighting Design
- INTD 270 – Kitchen Design
- INTD 271 – Bath Design
- INTD 356 – Residential and Commercial Construction
- INTD 401 – Sustainability and Home Energy Assessment

Offer the following courses once every 2 years (4 semesters)

- INTD 403 – Sustainable Practices
- INTD 276 – Advanced Kitchen and Bath
- INTD 340 – Furniture Casework and Interior Detailing



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INTD 350 – Commercial Design

6. Program Level Data

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

Tool: http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:

- Describe trends in the measured parameters.
- Reflect and analyze causes of trends.

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

The trends are different for each of these subject areas, and are unpredictable, rising and falling with the economy, as both of these fields are very much economy driven. It is also difficult to analyze and it would be helpful if these two areas 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.

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

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



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is beginning to pick up. The enrollment in the ARCH class was on a slow decline until 2011, when the second full-time faculty member was hired who took this course over, revamped it, which resulted in an increase in enrollment. Despite this, the success and retention rates in both ARCH and INTD remain high, above the college average, which has been a consistent trend for the program throughout the years. The outstanding faculty do a great job in working with, assisting, and encouraging students towards their desired goals, a contributing factor to the high success and retention rates. Another factor is that the Interior Design profession is a very competitive one, and students realize that the more education and credentials that they have (degrees, certificates), the more employable and credible they are. We are seeing this with the increased number of continuing and returning students, including those from 10 or more years ago.

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

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

While remaining predominantly female, there are between 10 – 15 % males fairly consistently in the Interior Design Program, the average in the Architecture Program fluctuates around 25%, plus or minus, and will likely continue. The Architecture classes do attract pre-architecture, engineering, contractors, and high school concurrent enrollment male students. The hope is to increase the number of males in both programs, especially with the Sustainable Design Certificate and the expanded courses that will attract contractors, builders, and other males who want to add to their expertise in this area now that the codes, employers, and clients are asking for and often requiring this. The



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faculty work hard to recruit and retain male students. Some of our most successful recent graduates are men: Denny Holland, Jamieson Simpson, both mentioned previously, among others.

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

- More Hispanic, Asian, and International, especially Eastern European than 10 + years ago. The diversity of the Bay Area and the high tech industries are likely reasons for the ethnic diversity – most interior design classes are literally a mini-United Nations with students from around the world, attracting more and more international students. This adds a richness and broad perspectives to the classroom.
- More, younger (under 25) students than previously. A probable explanation include a couple of factors, increased outreach by the program and college through high school/tech prep and informational programs, but also the rising cost and competitiveness of private art and CSU programs. The need for a more affordable alternative is looked at for lower division courses in particular or completion, especially with rising costs and mounting student loan debt (private art schools such as the Academy of Art University and Art Institute campuses). Additionally, most of the CSU Interior Design programs have impacted enrollment (both San Francisco State and San Jose State’s programs, but at most of the few remaining others in the state as well), which makes admission and enrolling in courses there competitive and more difficult.
- Fewer (down from about 2/3rds to about ½) with a previous higher education degree (range from an AA/AS to MD/Ph.D.). The level of previous education is linked in part to both of the other changes: the increased number of younger students, fewer already having had the opportunity to obtain a previous higher education degree (and many want to transfer to obtain that Bachelor’s degree), and more international students coming to the United States for higher education in a field that may not be available to them in their home country.

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



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B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)

Tool: **TracDAT folders in SLOAC** sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

Guidelines:

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

Assessment plan for Program Student Learning Outcomes, measurement of quality and success of the Interior Design/Architecture Program: Depending on the individual courses, the assessment tool varies, so measuring quality and success can be difficult. 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 five different certificates, each with their own course requirements, it is difficult to measure the quality and success, except by the number who complete the required courses as well as each of them each year. This information is included in **Appendix B**.

Assessment results for Program Student Learning Outcomes: It is difficult at this point to summarize the assessment results for the Program Student Learning Outcomes. There are probably two measures of success, the ability of students to obtain employment (a figure that is very difficult, if not impossible to obtain as it would be self reported by students), the number who are accepted and transfer to a 4 year program (again a number that is difficult to obtain, relying on self-reporting), as well as the number of students completing the AS degree and various certificate programs offered. This latter information we do have and is below for the 2012/13 academic year. The Interior Design Program has one of the highest number of completions consistently in the college. **Appendix B** has this data since 2003. Below is the data for 2012/2013.

| | |
|---|-----------|
| Total number of students achieving an AS degree and/or certificate: | 50 |
| Total number of degrees and certificates awarded, 2011: | 50 |
| AS degrees in Interior Design: | 5 |
| Interior Design Certificate: | 17 |
| Residential & Commercial Design Certificate: | 6 |



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| | |
|------------------------------------|----|
| Kitchen & Bath Design Certificate: | 14 |
| Sustainable Design Certificate: | 4 |
| Re-D/Staging | 4 |

Other data that reveals Program performance: There are other data in which the Interior Design/Architecture program performance can be assessed. This falls into five categories: student performance in external regional and national student design competitions (data below), recent graduate performance in professional design competitions (some examples are also below), transfer and successful attainment of a Bachelor’s degree (no data available), attainment of certification or other licensure status by graduates such as those from the National Kitchen and Bath Association (AKBD, CKD, CBD), Certified Interior Design (CID) in California, NCIDQ (National Council for Interior Design Qualification), CGBP (Certified Green Building Professional), to name a few, and successful employment as a designer. Once a student graduates, it is again, difficult to track all but the first of these data except by self reporting and anecdotal information. So we are currently finding this information out is by chance at best, so it is not posted. Below is a sample of the results of Cañada Interior Design students placing in a variety of regional and national design competitions, which we have been tracking since 2001:

Student Design Competition Award Recognition, by year, 2001 – 2013
Cañada College Interior Design Program
(Sources: competition sponsor, organization press releases)

| <u>Sponsoring organization/event</u> | <u>Year</u> | <u>No. of Recipients</u> |
|--|-------------|--------------------------|
| NKBA Student Kitchen Design Competition (national) | 2001 | 1 |
| San Francisco Student Career Forum Design Competitions | 2001 | 1 |
| San Francisco Student Career Forum Design Competitions | 2002 | 4 |
| San Francisco Student Career Forum Design Competitions | 2003 | 3 |
| San Francisco Student Career Forum Design Competitions | 2004 | 2 |
| San Francisco Student Career Forum Design Competitions | 2005 | 7 |
| San Francisco Student Career Forum Design Competitions | 2006 | 6 |
| CA Peninsula Chapter ASID Design Awards | 2006 | 1 team, 5 students |
| San Francisco Student Career Forum Design Competitions | 2007 | 2 |
| CA Peninsula Chapter ASID Design Awards | 2007 | 2 |
| IIDA National Student Sustainable Design Competition | 2007 | 1 |
| San Francisco Student Career Forum Design Competitions | 2008 | 2 |
| CA Peninsula Chapter ASID Design Awards | 2008 | 2 |
| San Francisco Student Career Forum Design Competitions | 2009 | 5 |
| CA Peninsula Chapter ASID Design Awards | 2009 | 1 team, 7 students |



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| | | |
|--|------|---|
| NKBA/GE Kitchen Charette (national competition) | 2010 | 2 |
| San Francisco Student Career Forum Design Competitions | 2010 | 9 |
| San Francisco Student Career Forum Design Competitions | 2011 | 4 |
| NKBA/GE Kitchen Charette (national competition) | 2012 | 1 |
| NKBA Student Kitchen Design Competition (national competition) | 2012 | 1 |
| San Francisco Student Career Forum Design Competitions | 2012 | 1 |
| San Francisco Student Career Forum Design Competitions | 2013 | 3 |

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

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

Community needs: the greatest change is in the need for designers knowledgeable in the sustainable design area given the recently adopted green building codes, including lighting and energy efficiency requirements (California Title 24) as well as greater demand for it by the public. Another changing need is for designers with the knowledge and skills in the area of kitchen and



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bath design, i.e. a certified kitchen and/or bath designer. As we have seen with the recent 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 aging baby boomer who wants to age in place and adapt their homes to meet them.

Technology changes: Primarily, the need for more digital media instruction in the architectural and design areas. Also in addition to AutoCAD for projects, the preparation of digital portfolios. However, in spite of that, there are employers, clients, and customers (high end especially) who still highly value and often require hand drafting and quick sketching skills.

Transfer requirements: While the Interior Design Program has focus primarily on career preparation, with the increasing number of students with no previous post secondary degree, more of these students are seeking to transfer to a 4-year program for the bachelor's degree. A goal of the program is to smoothe the preparation and articulation process for those students who do transfer, primarily with San Francisco State and San Jose State, where our students typically tend to go. Both of these programs, as with several other of the CSU Interior Design Programs, are impacted, which means this preparation is very critical, including the application and portfolio process. 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. This should include the unbanking and updating of the Portfolio course that was a part of the program several years ago.

C. Other Considerations

The aging population and their design requirements and needs is a growing critical area of design that needs to be included more in the program curriculum. While this is being addressed in some classes, it needs to be integrated into every class, as well as become its own class.

7. Action Plan

Include details of planning as a result of reflection, analysis and interpretation of data.

Guidelines:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
 - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - > Describe what you expect to learn from the assessment efforts.



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

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

It is clear the work load for all faculty (full and part time) has increased, but particularly that of the Program Coordinator which has doubled in the last 5 years. More is being asked of all faculty in terms of accountability and specific course outcomes. In addition to the requirements of the college and state, Career/Tech programs such as the Interior Design Program have an additional accreditation (the NKBA Accreditation) reporting, a site visit as well as a self-study document that is pending for 2012-2013, equipment and materials requests, networking with local professionals, etc.

Action Plan for 2013-2014:

- Hire a replacement full-time faculty member (Spring/Fall 2014-15).
- Increase enrollment, through additional marketing and recruitment of students; continue to update department marketing materials, website, and club Facebook page for outreach and recruitment (on-going).
- Complete SLO assessment results, action, and follow-up for all remaining SLOs for all courses (each semester, on-going).
- Continue working with part-time faculty to more actively participate in department and college activities as well as fulfill all responsibilities (on-going)
- Continue updates and revisions to current courses and curriculum (on-going)
- Expansion of Computer Aided Drawing software and classes, include Kitchen and Bath specific software, Google Sketch-Up (2013-14)
- Update of department classroom and resource spaces to better meet changing needs (on-going)
- Possible development of an e-portfolio/portfolio as a capstone course
- Successfully complete the NKBA Reaccreditation process for the Kitchen & Bath Design Certificate (Spring 2014), effective for 7 years



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8. Resource Identification

A. Faculty and Staff hiring requests

Guidelines:

- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

Information from the 2013 Comprehensive Program Review document:

- There is a hiring plan in place for another full-time faculty member for the program which is crucial to maintain the current high quality as well as grow; one full time faculty member cannot do this alone, given the changes that have occurred with the profession and thus the curriculum the past seven years. There are two major thrusts to this program, the traditional, but still vital and important Interior Design – Residential and Commercial and Kitchen and Bath programs, the core of the program, and the Sustainable Design program (the strength of the recently hired full-time faculty member). One person cannot teach their load of classes and manage both of these areas, in addition to the multitude of other tasks – department scheduling, curriculum development, faculty hiring and evaluation, student mentoring, professional networking, NKBA Accreditation process, Sustainability articulation, to name but a few.
- The Interior Design program coordinator responsibilities (as with other CTE programs) have more than doubled for the last two years. Some examples of these added tasks include (but are not limited to), the addition (and several changes in reporting methods) of SLOs, PLOs, and ILOs, their assessment and reporting and updating on TracDat, and the added 2 – 3 day site or online/virtual visit and increased documentation requirements for NKBA Program Re-Accreditation (since 2008 – the first year of the ever-expanding requirements since then). The continued accreditation of the Kitchen and Bath Certificate Program is critical to the continued success and growth of the department – the number of graduates/certificate recipients in this area has increased the last few years as noted in Section 3 C of this report. As mentioned previously, this is an important niche and signature program of the college. Some students select Cañada specifically for this program.
- The Sustainable Design Certificate has been expanded; as a result, 2 students passed the exam in October 2012 to become CGBP (Certified Green Building Professionals).
- The adjunct faculty load is anticipated to be somewhat high– these positions fill specific complementary niche needs which the full time faculty may not have for the diversity of the



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department offerings – this best serves the students. As needs arise, which are unpredictable (including possible expansion of course offerings), adjunct positions that are needed or become vacant can generally be filled.

- The department website is under review, another important marketing and outreach tool for the department. It along with the Student ASID/Interior Design club Facebook page has increased the visibility of the department and program.
- There is a need for a **part-time instructional aide or student assistant** to assist with selected studio supervision (i.e. ARCH 110 – Interior Architectural Drafting, INTD 128 and 129 – Presentation Techniques I and II, INTD 360 – Computer Applications for Interior Designers, specifically), department maintenance tasks such as the resource library, displays, equipment, assistance with recruitment of students, and other appropriate administrative tasks (i.e. inputting and maintaining SLOs and PLOs on TracDAT), all of which are currently being done by the program coordinator (hit and miss, delayed, or not done at all) in addition to those current administrative tasks and teaching 4 or 5 different courses each semester.
- The need for an assistant is critical, as these program maintenance tasks are taking away from instruction time and assisting students, curriculum development, active participation on college committees, networking with design businesses and professionals in the community, etc. It is impossible to keep track of the amount of time the current program coordinator and full-time faculty spend (and have spent) doing these activities, but can estimate at least 3 – 4 hours per day, and an additional 4 – 5 hours (or more) on Fridays. It is not unusual to be doing these types of activities routinely on weekends, during all breaks (spring, summer, and winter vacations). The full time faculty meet with students during these times on a regular basis, keep up on email and phone call inquiries and requests year-round, cull old resource materials, update curriculum, follow up with part-time faculty, complete reports such as this to name a few of the activities.

B. Professional Development needs

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

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

- Continue funding for NKBA Accreditation, currently \$1,100 each year, with anticipated reaccreditation expenses in 2012/2013 of \$1,200.00 to \$1,500.00, all of which is likely to increase in the next few years. This must be planned for and allocated. This accreditation is a vital part of the Cañada College Interior Design Program and its growth and success. This is an extensive self-study formal report and a 1 – 2 day on site visit, either in person or virtual



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on line. This requires additional release time for the program coordinator to plan, prepare for and execute as mentioned above without jeopardizing other administrative and classroom responsibilities.

- Financial support for attending major conferences, these include but are not limited to:
 - KBIS (Kitchen & Bath Industry Show) (travel costs up to \$500 limit per person as it is generally out of state, registration is free for full time faculty from Accredited NKBA Program),
 - IDEC (about \$500 registration fee plus travel),
 - Green Building Council (~\$500 registration fee plus travel),
 - Green CA Summit (\$600 registration plus travel), Greenbuild sponsored by USGBC (\$500+ registration plus travel), West Coast Green (\$300 registration plus travel), costs vary,
 - Other applicable professional conferences and seminars such as Annual Sustainability and Green Building Awards (\$100 registration plus travel), Green Collar Job Careers Summit, CA Higher Education Sustainability Conference,
 - Attendance for professional development (CEU) classes offered by professional organizations (and others), \$100 – 200 average
 - Support of green certification classes and exam (\$1000 plus \$50 annual maintenance fee) for a dedicated faculty member to teach those classes.
 - The costs of conferences and seminars vary from year to year, as the locations change and are difficult to attach a specific cost to. Many of these major conferences are out of state, not in California, which add to travel and lodging costs.

- Continued curriculum development in all areas, but especially Sustainable Design as well as Universal Design. The Cañada Interior Design Program is a leader in these areas.
- Training for selected faculty in developing on-line and hybrid courses and teaching distance education classes to increase enrollment.
- Orientation and mentoring for new faculty, including teaching and classroom management techniques for those who are new to teaching.

C. Classroom & Instructional Equipment requests

Guidelines:

- List classroom & instructional equipment requested, including item description, suggested vendor, number of items, and total cost.
- Explain how it will serve Department/Program/Division/College needs.
- List the requests (item description, suggested vendor, number of items, and total cost).
- List special facilities and equipment that you currently use and require.

Equipment Requests: (Item description, Number of Items, Total Cost)

| <u>Item name & description/source</u> | <u>Number of Items</u> | <u>Est. Total Cost</u> |
|---|------------------------|------------------------|
|---|------------------------|------------------------|



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Instructional DVD:

“Cracking the Color Code” DVD/dymocks.com.au 1 \$ 25 + tax, S & H

This is a current video on the psychology and influence of color.

Instructional Reference material:

NKBA PRL, NKBA website 1 set \$700.00

Instructional software:

- 20/20 Kitchen and bath software 28-30 Free to NKBA
 - (we need a computer lab - number depends on that and instructor for it)
- Google Sketch-Up drawing program on all computers in a designated computer lab that Interior Design students and faculty would have access to, such as 16-110.
- InteriorDesign for iPad, apple online application 5(\$9.99) \$49.95
- *PV Studio* design software www.solarpathfinder.com 1 \$279
- Thermal Assistant software www.solarpathfinder.com 1 \$199

Instructional equipment:

- iPad, Apple Computer 5 (\$400 each) \$2,000
- Platform 65 Multitouch Drafting Table, IDEUM 1 \$10,000
- Interactive whiteboards (eno by PolyVision), model 2650 (enoclick)
 - From cdw.com (1 for each INTD classroom) 2(\$1695.99 ea) \$3400.00
 - eno minis (PolyVision), model 2120 2(\$330. Ea) \$660.00
- LifeSaver Bottle, 2(\$200.00) \$400.00
 - <http://www.lifesaverusa.com/water-purification-systems>
- Other, see table below

| Description | Manufacturer/Retailer | Quantity | Price |
|--|-----------------------------|----------|----------------------|
| 1. Infrared camera | Flir E5 | 2 | \$ 1,495 x 2 = 2,990 |
| 2. Duct Blaster | TEC-The Energy Conservatory | 1 | \$1,975 |
| 3. TEC Trainer™ Airtightness Testing Simulator | TEC-The Energy Conservatory | 1 | \$1,250 |
| 4. Exhaust Fan Flow Meter | TEC-The Energy Conservatory | 1 | \$ 175 |
| 5. TEC's DG-700, or DG-500, or DG-3 or DG-2 | Same | 1 | \$850 |



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| | | | |
|---|--|---|---------------|
| 6. Heat Recovery Ventilator | Venmar EKO 1.5 | 1 | \$2,000 |
| 7. On-demand circulation pump. | Metlund D'MAND STS-70T-PF Hot Water Circulation System Kit, 14-Gallon Per Minute | 1 | @500 |
| 8. ICAT(insulation contact-rated, air-tight) recessed downlight | Online or Wholesale Stores | 2 | \$100 |
| 9. Mastic Paint, Water Base | Wholesale Stores | 2 | \$60 x 2= 120 |
| 10. Whole House Fan | Home Depot | 1 | \$500 |
| 11. Carbon Monoxide Alarm | Home Depot | 4 | \$20 x 4= 80 |
| 12. Tankless Water Heater | Costco/Home Depot | 1 | \$300 |

Other instructional materials: (numerous local – Michaels, Joann’s, Blick or equivalent on line sources)

- Rotary cutters 8 ~\$560. + tax, S & H
- Steel edged rulers, 24” long 8 ~\$128. + tax, S & H
- Rubbermaid storage bins for these supplies/Target 2 ~\$20. + tax

For use in all classes that have hard copy visual design presentation projects. Resources for students to prepare professional projects are also essential to have available in the classrooms and resource areas. Many students do not have access to the materials mentioned in ‘Other Materials’ above, or the funds to purchase them. We are preparing them to become professionals; we need to have the tools to assist them in doing that.

Replacement furniture, 13-13:

- Drafting tables – **Alvin Titan Oak Drafting Table with Drawer (31” x 42”) from schooloutfitters.com** 30 \$365 ea **\$10,950.00** + tax, (this is the same size as the existing ones)
S & H
- VYCO board covers for drafting table tops 30 \$30 ea **\$900.00 + tax, S & H** From artsupply.com
- Drafting stools - **Office Star Work Smart Deluxe**
- **Drafting Chair with Mesh Back, - DC2990 (\$139 each)** 30 **\$4,170.00, Free S&H**



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Other furniture needs:

KI Lateral storage file, 4 drawer, for 13-13A storeroom (700 series) 2 \$700 each, \$1400 +
(secure storage for adjunct faculty) tax, S & H

The current furniture for drafting in 13-13 is wearing out. The drafting chairs are over 12 years old and no longer easily adjustable, not to mention many are stained. The drafting tables and Borco covers are at least 9 – 10 years old, are dirty, and were not meant to withstand the heavy use of a classroom setting – screws that hold the tops at a slant are stripped, the Borco covers are dirty and slipping down. This is a major expense, but necessary for the multiple classes that require their use for instruction. The size of the tops is good (smaller would not work), and 30 of that size is the maximum that the current classroom can accommodate and maintain adequate clearances.

The furniture (tables and chairs) in the other classroom, 13-17, was new in 2004 when the building was given a facelift and seems to be holding up well. There is seating for 43 students and 1 instructor, which has worked well over the years.

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

The department facilities, while have had some cosmetic changes in the last 8 years, are in dire need of updating. Things such as more electrical outlets that do not require trailing cords, given the increase use of laptop computers and tablets for notetaking and class-related projects, ‘fresh’ materials, such as new laminate countertops, sufficient storage facilities for part-time faculty use, updated visuals and presentation equipment are essential to teaching and preparing students for the work world.

D. Office of Planning, Research & Student Success requests

Guidelines:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

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



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Another data request is the percentage of day only and evening only students in the Interior Design/Architecture program. This does fluctuate with the changing demographics, but with the reduction of course offerings available each semester, it becomes critical to projecting enrollment and the cancellation(or not) of classes. While we have no hard numbers for the last year or so, there are always students who clammer for evening classes, yet when they are offered in that time slot, the enrollment is not what is anticipated. Three examples from Fall 2012 and Spring 2012 (source: Banner enrollment reports):

- Fall 2013: INTD 175 – Space Planning and Design (a required course for AS degree and all 5 certificates) –23 students (day offer)
- Fall 2012: INTD 270 – Kitchen Design – 12 students (not offered at night in about 5 or more years)
- Spring 2012: INTD 271 – Bath Design – 14 students (not offered early evening or at night in at least 2 years)
INTD 250 – Professional Practices – 15 students (to our knowledge, this was the first time this course was offered in the evening, at least since the early 1980s)

E. Facilities requests

Guidelines:

- List facilities requests.
- Explain how the requests will serve the Department/Program/Division/College needs.

• **Green Exploratorium:**

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

- Estimated cost: \$800,000
- The department facilities, while having had some cosmetic changes in the last 9 years, are in dire need of updating. Things such as **more electrical outlets (in the floor)** that do not require trailing cords, given the increase use of laptop computers and tablets for note taking and class-



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related projects, 'fresh' materials, such as new laminate countertops, sufficient storage facilities for department resources, part-time faculty use, updated visuals and presentation equipment are essential to teaching and preparing students for the work world.

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

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

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

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



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- Update of resource room, display, and classroom facilities in general. This would be a renovation and revamping of existing facilities to update to meet current needs, which have changed dramatically since the department opened more than 40 years ago. This would also include the incorporation of semi-secure, in-department display space. The space, which is limited and with severe structural limitations, is not being used optimally, given the changes in the profession, display, and resource needs.
- The addition of another space, such as a small room, which could be used as a lab for students to actually design, construct, and create actual room scenarios for a given class – practical application of concepts learned in classes. This space could also include framed construction walls of different types for students to see how buildings are constructed, application of Green/Sustainable design concepts, etc.
- Adequate and secure faculty storage and office space with a computer for adjunct faculty members to work in and meet with students during office hours. There is currently no dedicated space other than the division faculty workroom that is shared by the entire division.
- All of the above will enhance the space and learning that goes on in the Interior Design Program, which is constantly changing.
- Hopefully, all of these can be incorporated in a new building space for the Workforce Development programs, should another bond measure provide for this. It will greatly enhance the interior design program.



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**APPENDIX A
Tentative INTD/ARCH Curriculum Cycle
Fall 2010 – Spring 2014**

| Tentative INTD and ARCH Curriculum Cycle, Fall 2010 - Spring 2014 (Appendix A) | | | | | | | | | | | | | | | | | | | |
|--|-------------|-----------|--------------------|-------|-------|-------|---|-----------|------|------|------|------|------|------|-------|-------|-------|-------|-------|
| Course | Last Update | SLO Cycle | Certificate/Degree | | | | | Re D Stag | FA10 | SP11 | SU11 | FA11 | SP12 | SU12 | FA 12 | SP 13 | SU 13 | FA 13 | SP 14 |
| | | | Core AS | R & C | K & B | Green | | | | | | | | | | | | | |
| ARCH 110 | 2009 | FA11 | x | x | x | | | x | x | | x | x | | x | x | | x | x | |
| INTD 115 | 2009 | FA11 | x | x | | | x | x | x | | x | x | | x | x | | x | x | |
| INTD 126 | 2009 | SP11 | x | x | | | | x | x | | | x | | | x | | | x | |
| INTD 128 | 2009 | FA11 | x | x | | | | x | x | | x | | | x | | | x | | |
| INTD 129 | 2009 | FA11 | x | x | | | | | x | | x | x | | | x | | | x | |
| INTD 148 | 2009 | FA11 | x | x | x | | x | x | x | | x | x | | x | x | | x | x | |
| INTD 150 | 2009 | FA11 | x | x | x | | | x | | | x | | | x | | | x | | |
| INTD 151 | 2009 | SP11 | x | x | | | | | x | | | x | | | x | | | x | |
| INTD 165 | 2009 | FA11 | | | | x | | | | | x | | | | x | | | | |
| INTD 175 | 2009 | FA11 | x | x | x | x | x | x | x | | x | x | | x | x | | x | x | |
| INTD 250 | 2009 | FA11 | x | x | x | | x | x | | | x | x | | | x | | | x | |
| INTD 260 | 2009 | SP12 | x | x | x | x | x | | x | | | x | | | x | | | x | |
| INTD 270 | 2009 | FA11 | | x | x | | | x | | | x | | | x | | | x | | |
| INTD 271 | 2009 | SP11 | | x | x | | | | x | | | x | | | x | | | x | |
| INTD 276 | 2009 | SP11 | | | x | | | | x | | | | | | x | | | | |
| INTD 340 | 2009 | SP11 | | x | x | | | x | | | | | | x | | | | | |
| INTD 350 | 2009 | SP11 | | x | | | | | | | | x | | | | | | x | |
| INTD 356 | 2009 | FA11 | | x | x | x | | x | | | x | | | x | | | x | | |
| INTD 360 | 2009 | FA11 | x | x | x | | | x | x | | x | | | x | x | | x | x | |
| INTD 400 | 2009 | SP11 | | | | x | | | x | | | x | | | x | | | x | |
| INTD 401 | 2011 | FA11 | | | | x | | | | x | | | | x | | | x | | |
| INTD 402 | 2011 | SP11 | | | | x | | | | | x | | | x | | | x | | |
| INTD 450 | 2009 | SP11 | x | x | x | x | | x | x | | | x | | x | x | | x | x | |
| INTD 672 | 2009 | FA11 | | | x | x | | x | x | | x | x | | x | x | | x | x | |
| INTD680CB | 2007 | SP11 | | | | | | | | | | | | | | | | | |
| INTD680CC | 2008 | SP11 | | | | | | | | | | | | | | | | | |



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APPENDIX B

Interior Design Graduates, Degrees & Certificates, 2003 – 2011

(Source: Admissions Office, Interior Design Department Graduation programs)

| <u>Acad. Year</u> | <u>No. of Students</u> | <u>AS Deg.</u> | <u>INTD Cert.</u> | <u>Res. & Com.</u> | <u>Kit. & Bath</u> | <u>Green/Sust.*</u> | <u>Re-D/Stag.**</u> | <u>Total</u> |
|-------------------|------------------------|----------------|-------------------|------------------------|------------------------|---------------------|---------------------|--------------|
| 2003/04 | 40 | 12 | 32 | 10 | 8 | | | 62 |
| 2004/05 | 46 | 14 | 30 | 15 | 5 | | | 64 |
| 2005/06 | 55 | 17 | 30 | 11 | 7 | 1 | | 66 |
| 2006/07 | 32 | 9 | 17 | 4 | 6 | 4 | | 40 |
| 2007/08 | 34 | 9 | 28 | 5 | 3 | 1 | | 46 |
| 2008/09 | 46 | 15 | 33 | 5 | 5 | 1 | | 59 |
| 2009/10 | 39 | 11 | 20 | 3 | 5 | 7 | | 46 |
| 2010/11 | 49 | 9 | 31 | 7 | 14 | 9 | | 70 |

In 2011-12 – 28 certificates were issued and 5 A.S. degrees were issued for a total of 33; in 2012-13, 38 certificates were issued and 4 A.S. degrees were issued for a total of 42.

*Sustainable Design Certificate, effective fall 2005, Reviewed/Updated 2012/13

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

Trends are difficult to detect, with a majority being part-time students, each on a different schedule to completion. However, the interest in both Green/Sustainable Design and Kitchen & Bath Design is growing. Students don't always realize that they must apply for degrees and certificates, often until it is too late, despite repeated announcements about this.