FULLERTON COLLEGE

ELEVATING. EXCELLENCE.

Instructional Programs
2014-2015 Self-Study
Three-Year Program Review Template
INTERIOR DESIGN

TECHNOLOGY AND ENGINEERING

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the self-study
BRIAN KANEKO

Authorization After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

Brian Kaneko		Professor	
Printed name of Principal Author	Signature	Title	Date
Brian Kaneko		Professor	
Printed name of Department Coordinator	Signature	Title	Date
Scott McKenzie		Dean	
Printed name of Dean	Signature	Title	Date

1.0 Mission and Goals

The College's <u>Mission, Vision, Core Values and Goals</u> drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

- We prepare students for a life time of learning in the Interior Design Program here at Fullerton College. Emphasizing that students will be required to stay current in their field and will always be upgrading their skills with CEU's as required by the California Council for Interior Design Certification (CCIDC) due to the changing demands of the Interior Design Profession.
- We prepare students to qualify and pass the CCIDC examination (IDEX) to become a Certified Interior Designer (CID), the professional standard in the state of California.
- We strive to increase our engagement with the Interior Design Industry for the academic benefit of our students, the scholastic enrichment of our department and the generous donations of products, materials and information necessary for students to complete their assignments.
- We reflect the college goals by working to better prepare the students for tests, to raise student comprehension and increase student success. We refer students who need remedial assistance in Basic Skills to the Tutoring Center, recognizing that these skills are crucial for student success.
- We embrace the disabled, particularly the military and the aging 'Baby Boomers' by preparing the students to be able to design safe and accessible spaces for the reality of this growing population. Title 24 (ADA) based awareness has always been a part of curriculum. The motto we promote is **"if we do not Improve the quality of life for the people that we design for, then we should not call ourselves Interior Designers".**
- Our Student Club and internship placement programs strengthen our connections with the local community and industry.

2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean.
(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

KPI	Findings
Enrollment	Enrollment continues to grow by 38%
Total FTES	FTES has increased by 40%
Sections	Sections has increased by 23%
FTEF	FTEF has only increased by 1.3%
Fill Rate	Fill rate has remained steady at 95%
WSCH/FTEF	WSCH/FTE has remained steady at 95%

Retention	Retention remains at 82%
Success	Success rate dropped 11%

2.2 Peer Institution Comparison
Complete the table below.

College/Program: *Title V eligible	Fullerton* AS	Chaffey* AS	Mount San Antonio* AS	Canyons* AS	Santa Barbara* AA
Retention:	**82%**	89%	76%	91%	81%
Success:	**66%**	61%	63%	77%	70%
Degrees Awarded:	**6**	15	13	16	13
Certificates Awarded:	**32**	11	24	16	14
Transfers:	Data not available	Data not available	Data not available	Data not available	Data not available

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

The data is not all comparable: although most programs have AS Degrees like ours, their Certificates and degrees require only **35 units or less** of interior related courses. Compared to our program of **48 units**, yet we still manage to be statistically in the middle of the pack, **but with the most Certificates awarded.** Our low numbers of Degrees reflect the cyclical time lapse that occurs when most of our students are working full time and it usually takes them 3-4 years to graduate. Also, we have a large number of students (that has been increasing every year) who already have Bachelor's Degrees that only want the Certificates. That is because our program is based on the California Council for Interior Design Certification (CCIDC) minimum of 40 units of Interior Design related courses to prepare students to qualify for the California Interior Design Examination (IDEX), to become a Certified Interior Designer in the State of California (CID). It is the **professional standard** regardless of whether you have a 2, 3, 4 or 5 year Associate of Science, Bachelor's or Master's Degree.

2.3 Achievement Gap
Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	% Retention	% Success
Males	77 (85 F2011)	56 (65 F2011)
Females	80 (87 F2011)	66 (74 F2011)
Asian-American	84 (95 F2011)	70 (93 F2011)
African-American	83 (93 F2013)	73 (88 S2014)
Filipino	86 (100 S2013)	71 (88 F2011)
Hispanic	75 (79 S2012)	50 (58 F2012)
Native American	89 (100 S2014)	89 (100 2014)

Other Non-White	100 (100 F2012)	100 (100 S2012)
Pacific Islander	100 (100 F2012)	100 (100 F2012)
White	83 (79 F2012)	71 (79 F2012)
Unknown	85 (100 F2011)	58 (100 F2011)
Range (Max-Min)	100-75	100 - 56

2.4 Program Effectiveness

A. Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

> After 2 ½ years, the anticipated classroom/lab at the **renovation of 700 Building was extremely disappointing**. After years of occupying an aging 60's classroom with methane gas emitting from the water faucet, cottage cheese ceiling of questionable materials, lack of storage, insufficient lighting, in operable windows for ventilation and nonfunctioning HVAC, we looked forward to a *State of the Arts* facility. We had hoped that the new facilities would **enhance our already successful Program** and to provide an environment to **attract and retain** new students to compete with our closest competitors, Mount San Antonio and Orange Coast Colleges, who now have new State of the Arts facilities. These are the most significant of the various defects or problems in the Interior Design classroom/lab, but not limited to this list:
>
> 1. Our valuable equipment sits on the floor because they don't fit in the cabinets.
> 2. Plastic brackets support the adjustable shelves and they break, resulting in a hazardous condition. Sliding cabinet doors that are incorrectly structured, causing them to jam and render them inoperable.
> 3. A video screen installed so low (7 feet) that students from the midpoint to the rear of the classroom have to stand to see the lower portion of the screen. The screen should have been mounted at 10 feet.
> 4. A lack of an exhaust fan. We were relegated to share one classroom only for both studio/lab work and lecturing. An Exhaust fan for the evacuation of paint, glue, markers and solvent fumes is an absolute necessity for studio/lab work.
> 5. 9 Electrical outlet boxes are floor mounted with conduits; they protrude up from the floor 6" to 9" throughout the classroom. These are not code approved outlets and create a dangerous situation. Many are loose from being kicked. I requested covered flush floor mounted outlets for class equipment power and future internet use.

B. Counseling. We had a very thoughtful, kind and helpful counselor, Rebecca Morgan that made it a point to visit all of our classes every semester. She took the time to meet with me to understand our program and periodically ask me about any updates in the industry that would affect our program. **Her most beneficial attribute, was that she was an enthusiastic advocate for our program.**

> Unfortunately, just as our students came to trust and rely on her, her contract was not renewed. Since then, there have been numerous counselors that have come and gone. Therefore, there is no continuity of information that our students can rely upon. Fullerton Counselors in general have an

academic bias: most do not understand what we do here, don't recognize our existence or want Voc Ed. They can't even recommend which classes our students should take. As matter of fact, our students reported that one counselor wasn't even aware that we had an Interior Design Program. Another counselor actually recommended that our student enroll at Orange Coast or Mt. SAC. It appears that the main focus of the counselors is transferring students and academic curriculum, not Voc Ed. Now I have to provide counseling to my students in addition to all the other responsibilities that I am required to perform.

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

New laws, regulations and trends have a positive effect and will strengthen our program, because they provide relevant basis for the curriculum. Additional administrative policies, procedures, reports and non educational tasks tend to have a negative influence, because it takes away from the most important task we were hired to perform, that is to **teach.**

A. See 2.4

B. Since inception of the CCIDC/IDEX in 2009 our students continue to excel and of the 60 students as of January 2014 that have taken the IDEX, 56 have passed. That continues to be the highest passing rate in the State for any College or University. This validates our focused curriculum.

C. We continue to update our curriculum to comply with the new 2013 CBC (California Building Code), CPC (Plumbing), CEC (Electrical), CMC (Mechanical) and the CFC (Fire) as of January 2014. This validates our technical emphasis, which justifies our Associate of Science Degree.

D. California Title 24 effects how we design all spaces that require any type of power, such as HVAC, Kitchen and laundry appliances and especially lighting. We emphasize in our classes the use of CFL's and LED lighting, Energy *Star* appliances, and low draw heating, air conditioning and ventilation. This validates our focus on critical issues that will affect everyone now and in the near future.

E. We promote a *Green* attitude in the selection and usage of sustainable, recycled and repurposed materials, products and finishes. We subscribe to the LEED standard of construction. This validates preparing our students for the soon to be mandate, that all new or remodeling projects must be *Green*.

2.6 Provide any other data that is relevant to your self-study.

A. Due to the excellent preparation we provide to our students, many of our **interns** have been retained and given permanent employment with Design firms, retail stores and industry suppliers.

B. We are proud to report that all of our Adjunct Faculty except one is a current **California Certified Interior Designer** (CID) and the exception is a 20 year veteran designer. This is the reason that our program is successful. A faculty of working professionals is viewed as role models by the students, something to aspire to in their goal to complete the program. Not the uninspired that have never practiced.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)
Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?
We have outstanding success in preparing students for the IDEX professional exam **(56)**. We have exceptional success in awarding Certificates **(32)** despite having the most units **(48)** required, possibly the most in the Technology and Engineering Division and perhaps the entire campus. Our graduates are very successful. One of our students has just accepted employment by a prestigious Commercial firm in London, England, another has been accepted into the Masters program at CalPoly, Pomona and another has become a very successful six $ figure designer with a major Southern California developer.

3.2. What are the weaknesses of your program?
While we have increased our male student population and retention, we still would like to increase our success rate, Interior Design is still perceived as "women's work", but I am encouraged that if the males stick with the program, the male student gets passed that perception. They begin to realize that most of the work that interior designers perform **is not decoration**. They begin to understand why our Degree is an Associate of **Science** Degree, because it's a technology based curriculum.
A cultural issue has also been a sensitive challenge. My Latina female students are very motivated and do well in class, but their success rate has decreased. Several students identified work priorities or a husband or boyfriend wanting a child or wanting them to just stay home as the reasons for dropping out, not completing their assignments or doing well on exams. We will work with the Campus Diversity personel, to see how we can help these students achieve their goals.

3.3 What opportunities exist for your program?
Numerous opportunities exist for qualified Interior Designers, probably the most since the recession of 2008. Our Advisory Committee identified the following hot buttons: **RESIDENTIA**L 1) Flipping, Staging open houses; 2) Tear down mega home remodels in high-end neighborhoods; 3) Open plan remodels; 4)Kitchen remodels; 5) In suite his-her master bathrooms. **COMMERCIAL** 1) Hospitality (hotels, resorts and restaurants); 2) high-end Retail; 2) Medical (Clinics, Hospital expansions, remodels); 3) Retail furniture stores (Mathis brothers still dominate; 4) Office buildings (Expansion, remodels, LEED, green). **BABY BOOMERS/DISABILITY** 1) Aging in place remodels; 2) ADA consultant; 3) "*Non nursing home*", *Safe* homes. **The driving force is the Baby Boomers,** they have money and they plan to use it on themselves (sorry sons and daughters): Travel, dining, home remodeling, buying and enjoying life. www.otiscreativeeconomy Report identifies a need for 110,000 jobs in Interior Design, Decorative Arts, Furniture and Textiles; the US Department of Labor Report identifies one of the top need is Interior Designers. Especially for Baby Boomers and the returning disabled Veterans. These reports support our Advisory Committees findings.

3.4 What challenges exist for your program?
A. Ignorance and perception are the leading challenges. Ignorance of what services that Interior Designers actually provide and that the general public perceives Interior Designers to be like **HGTV Decorators**. Also HGTV is produced in Canada and the building codes are very different. We in California could never do what they present on their shows. And **no** you can't get the project done in two weeks or you can't just tear any wall out.
B. Hit men brought into Community Colleges under the guise as VP of Instruction with the specific job

of eliminating Voc. Ed. Programs, especially Interior Design Programs, case in point, the elimination last year of the highly successful Interior Design Program at Long Beach City College, feeder to CSULB. We know who these individuals are and if they are hired at this institution, there will be major demonstrations at this and other institutions across this state. We are watching.

C. Architects aren't enjoying the current higher salaries and resurgence of the economy. They are now trying to reinvent Interior Design Programs at the college level by changing the name of these programs to Interior Architecture. It's a misogynistic attitude; they have a difficulty in calling themselves Interior Design Instructors (women's work). The problem is that if you check **State and Federal Statutes**, **the title of Interior Architect/Architecture does not exist**. You either pass an exam and become a Licensed Architect or you pass an exam and become a Certified Interior Designer. There is no title of Interior Architect. Colleges that use that title as a marketing ploy are in violation of the Statutes. UCLA Extension has changed their program name to Interior Architecture **and Design**. Santa Monica College still uses the program name Interior Architecture. The problem is that interior design students that graduate from these schools call themselves Interior Architects. The American Institute of Architects (AIA) prohibits the use of the title of Interior Architect unless you are a licensed Architect.

D. Financial Aid students that fill the rosters of our courses without the intent of ever attending the class. They get their Financial Aid check and are gone. Case in point, 18 out of the allowed roster of 20 for my Illustration class were filled by *Business major students* (I still have the Roster for proof) denying legitimate Interior Design students from enrolling in the class because they did not want to gamble and get on a wait list. They worried that they would not be able to get any other classes. The *Business students* were no shows and were dropped after two weeks and **the class was cancelled**.
The Interior Design students were the true losers in this scam

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	**All SLO's**	Spr 2014	Spr 2014	No improvement required	5
2.					
3.					

4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes	**Means of Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
1. To identify, analyze and apply the correct information for all outcomes	Quizzes, exams Practical application	Statistical percentage	NA assessments were successful Apply to future classes

			if required
2.			

4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.
All current offered courses: 100%

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?
All students that completed the courses exceeded assessment outcomes. These are reflected in the numbers of certificate/degrees awarded and the numbers of successful passage of the IDEX.

4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?
SEE 4.4

4.6 What challenges remain to make your program level SLOAs more effective?
SEE 3.4
- Reinstatement of deferred courses to normal levels to insure that all courses will be available every semester and not on a rotational basis currently implemented due to budget cuts.
- Increased funding for instructional equipment
- Increased funding to rectify the classroom deficiencies identified in **2.4**
- Addition of another full time faculty to balance the enormous amount of administrative work required and to provide the necessary program continuity.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

- We have maintained our partnerships with the community, industry, local businesses and institutions
- We continue to upgrade and refine our courses to conform to the CCIDC guidelines and the CBC.
- We are disappointed in the remodel of the Technology and Engineering Complex; it's relevance to the future of the Program and meeting the needs of the program, especially to attract students to our campus.
- We are proud of our Adjunct Faculty. We encourage them to bring the latest trends and new technology to the classroom.
- We participate in local High School outreach Programs.
- We have adopted and applied to our curriculum, the 2013 CBC and ethics requirements adopted in the industry.
- We continue to market our Program based on the educational guidelines of the CCIDC/IDEX.

5.1 List the goals from your last self-study/program review.
SEE 1.0

5.2 Describe the level of success and/or progress achieved in the goals listed above.
SEE 3.1

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?
SEE 3.1 and successful SLOA's.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.
We were able to be successful despite all the deficiencies.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?
Resources were not available; we were only able to purchase instructional equipment. Also SEE 5.4

5.6 If funds were not allocated in the last review cycle, how did it impact your program?
We managed as status quo, not moving forward or being able to compete with other well funded programs at other institutions.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	Add 1 fulltime faculty to share the enormous amount of non teaching administrative duties and paper work in order to accommodate the teaching load, be an effective instructor and to provide for related prep and planning time. This has been a one person department for 16 years and the non teaching responsibilities have quadrupled. In addition to my load of 6-7 classes per semester, we also have 5 adjunct faculty instructors each teaching 2-3 classes per semester.
List College goal/objective the plan meets:	College Goal **#1**: there has been a need, but there seems to be a reluctance to add an additional faculty member by the Administration **SEE 3.**4 despite the fact that 60% to 70% of the courses are taught by adjunct faculty. Objective #1: ASAP
Describe the SAP: (Include persons responsible and timeframe.)	VP of Instruction, ASAP

What *Measurable Outcome* is anticipated for this SAP?	Continuity, balance, reinforcement of the Mission and shared administrative duties.
What specific aspects of this SAP can be accomplished without additional financial resources?	none

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	Current salary levels	
Facilities	Standard Office	
Equipment	Standard Furniture Package	
Supplies		
Computer Hardware	Standard Computer/Printer	
Computer Software	Standard package	
Training	NA	
Other	NA	
Total Requested Amount	Fullerton/NOCCCD allocation	

STRATEGIC ACTION PLAN # 2	
Describe Strategic Action Plan: (formerly called short-term goal)	Update the Certificates
List College goal/objective the plan meets:	College Goal **2** : correct pervious Coordinator's errors Objective #2: We have deleted outdated or irrelevant courses
Describe the SAP: (Include persons responsible and timeframe.)	Brian Kaneko 2012
What *Measurable Outcome* is anticipated for this SAP?	More relevancy =more Certificates awarded More Certificates =more candidates for IDEX
What specific aspects of this SAP can be accomplished without additional financial	Most costs will be to reprint forms and to develop new Certificates

resources?

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	$2500	Instructional materials
Total Requested Amount	$2500	

STRATEGIC ACTION PLAN # 3	
Describe Strategic Action Plan: (formerly called short-term goal)	Update Classroom deficiencies
List College goal/objective the plan meets:	College Goal #3: Provide a State of the Arts Facility Objective #3: Correct problems in facility
Describe the SAP: (Include persons responsible and timeframe.)	Brian Kaneko Some identified problems: ASAP Other: 2 year
What *Measurable Outcome* is anticipated for this SAP?	Better facilities = more successful outcomes More successful outcomes = more Certificates,Degrees,transfers Attract more and retain students, increase enrollment and declared majors
What specific aspects of this SAP can be accomplished without additional financial resources?	None

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	Current employment levels	Multiple approaches
Facilities	$70,000	Including purchasing of batched items per year,
Equipment	$30,000	Apply for instructional equipment money when available.
Supplies	$15,000	Apply for grants
Computer Hardware	$2700	
Computer Software	$5000	
Training	$2500	
Other	$2500	
Total Requested Amount	$127,700	

7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

- **Continue to promote 1.0**
- **Resolve and get funding 2.4 A**
- **Educate Counselors by providing visitation meetings 2.4B**
- **Continue 2.5, 2.6 successes**
- **Continue 3.1 strengths**
- **Resolve 3.2 with diversity assistance**
- **Promote 3.3**
- **Expose and monitor 3.4**
- **Continue 4.0 successes**
- **Implement 6.0 get funding**

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

We are an extremely successful Program that prepares students for a life time of learning and a pathway for permanent employment in one of the most important professions in decades. The US Department of Labor confirms our own Advisory Committee's report, that the need for qualified Interior Designers is greater than pre 2008. We have an exceptional Adjunct Faculty, 4 of 5 are Certified Interior Designers, more than any other similar Interior Design Program in California. Our students have been awarded 32 Certificates since 2011 despite having the most units required in our division and quite possibly the entire campus. 56 out of 60 students passed the California IDEX (Interior Design Exam), that even surpasses 4 year Colleges and University Interior Design Programs. Our students are being successfully employed and many are employed directly after internship. We embrace all the current State Codes, Energy and *Green* directives in our program.

Opportunities in Interior Design are exceptional in Residential, Commercial and Retail. The Baby Boomers are the driving force with an abundance of cash they want to spend it. They plan to remodel their own homes (*Aging in plac*e safe design); travel (resort and hotel design); dine (restaurant design); utilize Health Care (clinics and residence care units, not nursing homes) and shop (retail stores). Our success is not without its challenges: counseling; addressing our classroom deficiencies; a need for an additional full time Faculty; equipment funding; inaccurate information from program s like HGTV creates decorator stereotyping; Hit men brought into Community Colleges with the specific job of eliminating Voc Ed Programs; Architects that are changing the name of Interior Design to Interior Architecture (even as the AIA frowns on this action); the financial aid student that has found that due to no or lack of oversight, they can declare a bogus major and as soon as they receive their check they gone and the legitimate Interior Design student is left out. Finally, gender bias (male) and cultural issues (Latinas) have prevent many students from joining the ranks of successful Interior Designers. We will be addressing these challenges, especially the latter.

Division Deans' or appropriate Immediate Management Supervisor (IMS)
   Response Page

☐   *I concur with the findings contained in this Program Review.*

☐   *I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

Area of exception:

_____

_____

_____

_____

☐   *I do not concur with the findings contained in this Program Review (include a narrative exception):*

_____

_____

_____

_____