



Instructional Programs

2017-2018 Self-Study

Three-Year Program Review Template

[Enter Program Name Here]

[Enter Division Name Here]

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
Adriana Currie

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.

Adriana Currie

Printed name of Principal Author

Signature

Professor

Title

Date

Brian Kaneko

Printed name of Department Coordinator

Signature

Professor

Title

Date

Kenneth Starkman

Printed name of Dean

Signature

Dean of Tech
& Engineering

Title

Date

1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals 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.

Mission: *We embrace our diverse community and welcome the differing points of view it provides our students – preparing them for the multiplicity of people and personalities they will meet in the working world. Our faculty are life-long learners and enthusiastically encourage our students to have that as a conscious life-goal. We offer flexible educational pathways to students via three different interior design certificates as well as the Associate in Science degree.*

Vision: *Our students learn that the full-breath and scope of interior design improves the quality of life for the individual and for society. After completing just the introductory course in our program, students become excited about all the possibilities available in the interior design profession; that it's not just about making places functional and aesthetically pleasing; but to make it so, for all members of our society. They learn about incorporating eco-friendly sustainable products whenever possible; they learn about universal design wherein even those most physically challenged benefit. This is in alignment with the interior design profession's tenet to "protect the health and welfare of the public."*

Core Values: *The values to which Fullerton College subscribes are our values. In particular, we make students aware of opportunities in our community where their strengths and education might make a difference to others. Innovation is a hallmark of the design profession, which our students instinctively grasp as incorporating the "new" is often intrinsic to them. Partnership is evidenced by our internship employers and advisory committee members who give so willingly of their time and mentor our students.*

College Goals: *Because we want all our students to succeed in their chosen career path, we strive to provide personal support and encouragement to those that need a boost in their self-confidence. Our faculty takes advantage of one-on-one teaching opportunities to give individual support to those who need it most. We really do believe that everyone is worthy of following their dream and to that end, we teach students to set goals for themselves – personal and career goals.*

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 since 2013 has declined by 197 students. This trend will be reversed by our department putting time and effort into community outreach, marketing our program, revamping our website, and completing the major course revisions currently in progress to update some of our courses and add new ones. These steps have been challenging in the many years where there has been only one full-time faculty to handle the bulk of the teaching as well as the administrative duties. Please see SAP statements in this document.

Total FTES	FTES since 2013 has decreased by 19.42 (31%); the sharpest decline occurring between 2014 & 2015. This may be attributable to a change in demographics wherein many of our students work 30 to 40 hours per week, preventing them from enrolling full-time.
Sections	Sections offered since 2013 have been reduced by 8 (from 33 to 25) This is due to insufficient enrollment in certain sections, resulting in their cancelation.
FTEF	FTEF has decreased from 6.1 in 2013 to 4.8 in 2017
Fill Rate	Fill Rate since 2013 has declined 14%; the sharpest decline occurring between 2014 – 2015
WSCH/FTEF	WSCH/FTEF has decreased by 38 hours (12%); the sharpest decline occurring between 2014 – 2015.
Retention	Course Retention since 2013 has increased by 4.3%; the sharpest increase occurring between 2015 and 2016.
Success	Course Success since 2013 has increased 11.3%; the sharpest increase between 2015 and 2016.



Key Performance Indicators: Program Overview

*NOTE: An Academic Year combines the Summer, Fall, and Spring terms (e.g., Academic Year 2013 includes Summer 2012, Fall 2012, and Spring 2013).

View By:
Academic Year

Division
Tech & Engineering

Program
Interior Design

View*: Program Award Detail
Degree / Certificate

Enrollments

	2013	2014	2015	2016	2017
Enrollments	539	508	353	369	342
Student Headcount	367	330	192	189	160
Course Success	63.3%	60.2%	64.0%	77.0%	74.6%
Course Retention	78.7%	78.3%	81.9%	88.3%	83.0%

Program Awards

(NOTE: These are total program awards, not unique students)

	2013	2014	2015	2016	2017
Degree	2		3	8	7
Certificate	24	8	10	13	8

Sections

	2013	2014	2015	2016	2017
Active Sections	33	33	28	28	25
Average Section Size	16.2	15.3	12.7	13.2	13.7

Faculty

	2013	2014	2015	2016	2017
Total FTEF	6.1	6.1	5.0	4.9	4.8
WSCH per FTEF	299.7	290.6	257.4	274.2	261.5

2.2 Peer Institution Comparison

Complete the table below.

College/Program:	Fullerton	Chaffey	Mt. San Antonio	Orange Coast	Saddleback
Retention:	82.22%	90.83%	83.11%	89.69%	82.86%
Success:	66.29%	76.65%	68.0%	81.62%	72.46%
Degrees Awarded:	177	214	289	360	141
Certificates Awarded: (30 to 60 units)	45	177	107	359	290
Transfers:	13	62	12	Data not available	41

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)).

Our program prepares students to qualify to take the IDEX exam, the standard for interior designers in California. Upon successful completion of the IDEX and completion of pre-determined work hours in the design industry, a candidate can be awarded the title of Certified Interior Designer. While it may be that these colleges prepare their students for transfer to 4-year institutions, we focus our efforts on making sure students are acquiring the skills and knowledge to qualify to become Certified Interior Designers in the State of California. The California Council for Interior Design Certification (CCIDC) does not recognize most 4-year institutions as their programs are termed "Interior Architecture" a term flatly rejected by architects and the CCIDC.

It's challenging to compare apples-to-apples as there is no data available to indicate whether or not these other schools prepare students to qualify to take the IDEX exam; we would like to better understand the disparities.

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	75.0	76.3
Females	84.3	65.4
Asian-American	83.16	60.0
African-American	86.86	87.0
Filipino	No Data Available	No Data Available
Hispanic	76.9	70.2
Native American	No Data Available	No Data Available
Other Non-White	No Data Available	No Data Available
Pacific Islander	No Data Available	No Data Available
White	86.9	80.0
Unknown	No Data Available	No Data Available
Range (Max-Min)	No Data Available	No Data Available

COURSE RETENTION BY ETHNICITY



Key Performance Indicators: Enrollment Details

*NOTE: An Academic Year combines the Summer, Fall, and Spring terms (e.g., Academic Year 2013 includes Summer 2012, Fall 2012, and Spring 2013).

Division
Tech & Engineering

Program
Interior Design

View By*:
Academic Year

Additional Filters:

Course
(All)

Race / Ethnicity
(Multiple values)

Gender
(All)

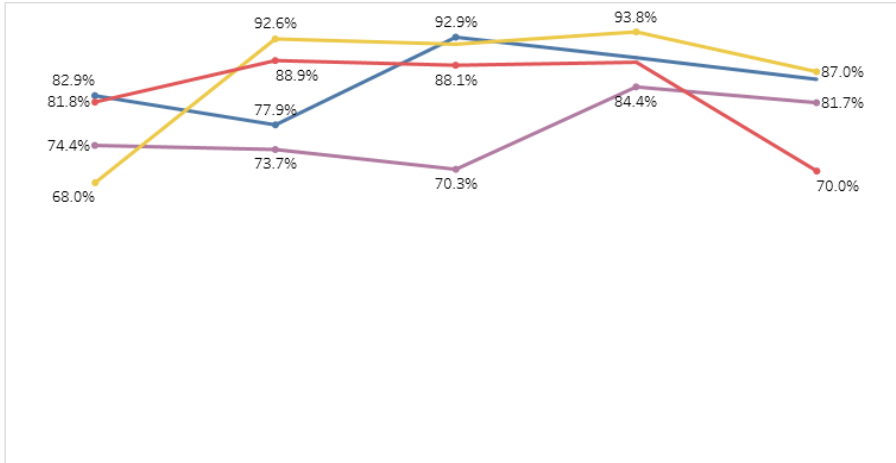
Views:

Outcome / Measure
Course Retention

Student / Course Breakdown
Race / Ethnicity

- Category
- Asian
 - Black / African American
 - Hispanic
 - White

Enrollment Details



COURSE SUCCESS BY ETHNICITY



Key Performance Indicators: Enrollment Details

*NOTE: An Academic Year combines the Summer, Fall, and Spring terms (e.g., Academic Year 2013 includes Summer 2012, Fall 2012, and Spring 2013).

Division
Tech & Engineering

Program
Interior Design

View By*:
Academic Year

Additional Filters:

Course
(All)

Race / Ethnicity
(Multiple values)

Gender
(Multiple values)

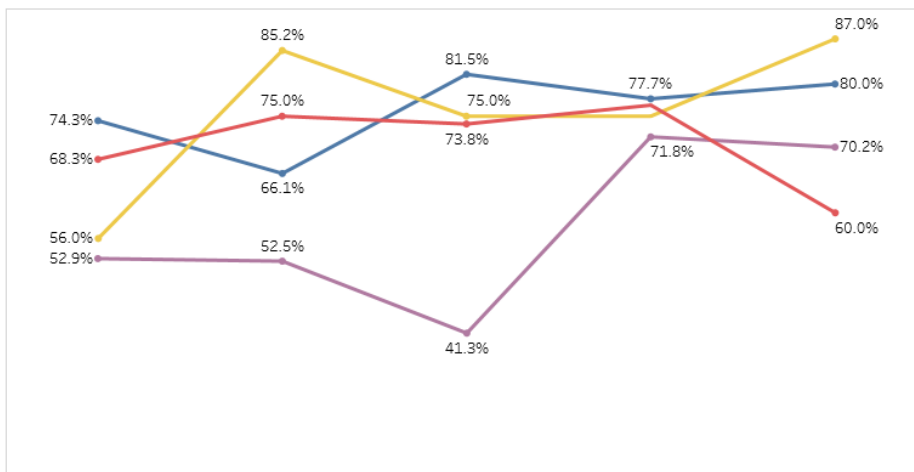
Views:

Outcome / Measure
Course Success

Student / Course Breakdown
Race / Ethnicity

- Category
- Asian
 - Black / African American
 - Hispanic
 - White

Enrollment Details



2.4 Program Effectiveness

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

- Enrollment retention overall is up by 5% since 2013.

- While we offer AutoCAD I and II, through our architecture department, prospective employers are now increasingly requiring entry-level prospective hires to be “proficient” not just in AutoCAD but multiple other programs, as well. Programs such as Revit, 20/20 Archicad, Chief Architect, Sketch-Up, just to name a few. Our students graduate with a working knowledge of AutoCAD; however, it seems unreasonable to require that an interior design graduate be proficient in any of the software programs that are now in use. Nonetheless, more time spent on projects in which these skills can be honed would be one way to address this. Please see Advisory Committee Meeting Minutes at end of this document.

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.

The Fullerton College Interior Design program continues to prepare its students for successful passage of the Interior Design Examination (IDEX) in California. This exam is administered by the California Council for Interior Design Certification (CCIDC) which manages the California Certified Interior Designers Title Act, under Chapter 3.9, Section 5800 of the California Business and Professions Code. After passing the IDEX and completing pre-determined hours of interior design employment, the candidate is awarded the title of Certified Interior Designer (CID), the recognized standard in the State of California. Only graduates of state-accredited institutions can become Certified Interior Designers. (See link below to see the content of the California Certified Interior Designers Title Act.) This is the goal that 90% of our students set for themselves – to qualify to take the IDEX exam upon graduation. (see attached below the California legislature website for the Title Act.)

https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=BPC&division=3.&title=&part=&chapter=3.9.&article

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

Few, if any, 4-year interior design programs in California are recognized by the California Council for Interior Design Certification (CCIDC). Several universities offer interior design programs under the title of “Interior Architecture,” a term patently rejected by the American Institute of Architects and CCIDC. Among the local state schools whose graduates do not qualify to sit for the IDEX because they call themselves “Interior Architecture,” are Cal State University Long Beach, Cal Poly Pomona, and Cal Poly San Luis Obispo. There are private institutions that will happily take our students; however, the price tag for a Bachelor’s degree is prohibitive for all but a few. Because of the lack of qualifying interior design programs that our students can transfer to, our students often choose to combine the various certificates offered in our program, i.e., an A.S. in Interior Design, plus a Commercial Design Certificate and/or a

Residential Design Certificate, or a Merchandising Certificate. Consequently most students finish their studies in excess of 60 units. Some of our graduates who do transfer to a 4-year institution after receiving their degree or certificate, choose to finish their studies in a field that compliments their passion for interior design, such as a business or marketing degree.

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?

Our biggest strengths are our skilled, experienced, and knowledgeable faculty -- Certified Interior Designers, themselves, who continue to practice in the profession. Our faculty strive to provide real-life scenarios for students to understand as much as possible how interior designers actually work; how a design gets from concept to fruition. Field trips and guest speakers in the classroom are an on-going part of the learning experience as students interact with those in the interior design industry.

Our program emphasizes knowledge of the California Building Codes and Title 24, the legislation dealing with environmental impact of building materials and the Americans with Disabilities Act (ADA). We keep abreast of the on-going changes in the codes and incorporate them into our design project requirements, again, preparing students for real-life scenarios.

3.2. What are the weaknesses of your program?

- Lack of a site or location where students can actually practice taking measurements of an interior that can then be turned into a working drawing.

- The CAD courses in the program are offered through the Architecture Dept., which focuses little, if any, of its instruction in actual interior design applications, causing most of the interior design students to express dismay for so much time spent for so little learned in those classes. This situation must be remedied as the importance of knowing the various CAD programs for employment purposes increases. Per Bureau of Labor Statistics 10/24/2017:

".....Keeping up to date with the newest design tools, such as three-dimensional computer-aided design (CAD) software, also will improve one's job prospects."

3.3 What opportunities exist for your program?

- Southern California is experiencing a severe housing shortage, a situation unlikely to change for a very long time. Orange County is awash in homes that are 50+ years old, most of which are candidates for renovation, which stimulates the construction industry, which in turn boosts the need for interior designers with skills from something as basic as coordinating paint colors to designing complete kitchen and bath remodels.

- Energy efficiency in construction makes the need for professionals with working knowledge of new building codes essential; our students graduate with the latest information drawn from the California Building Codes.

- The growing number of baby boomers choosing to “age in place” has spurred the need for professionals skilled in adapting existing dwellings to meet the needs of those who wish to remain in their homes, even under challenging physical conditions; our students are equipped with the knowledge necessary to incorporate universal design under Title 24 and the ADA.

- The latest Board of Labor Statistics (10/24/2017) predicts a 5% increase in employment outlook for interior designers between 2016 and 2026. (See BLS link below)

<https://www.bls.gov/ooh/arts-and-design/interior-designers.htm#tab-6>

3.4 What challenges exist for your program?

We canvassed our students, asking what attracted them to the interior design program at FCC as well as what they thought could be improved --

Positive general consensus:

- a. The campus itself was more inviting, than the other campuses they had visited. One student used “cozier” to describe her feelings about it.*
- b. The professors are the “hands-on” type, instilling confidence in what was being taught.*

Negative general consensus:

- a. FCC Counselors steering them in the wrong direction.*
- b. FCC Counselors expressing “surprise” that there is an interior design program.*
- c. While in high school, not one student had been made aware of an interior design program at Fullerton College or interior design as a profession.*

- We were somewhat surprised to learn about the counseling issues as Tech Ed has now had (for one year) a counselor assigned to our division who, it was our understanding, would see to it that the counselors advising our students would learn about our interior design program.

- We are lacking in community outreach.

- The Interior Design department website is in need of updating its graphics to reflect that of a state-of-the-art design program.

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.	<p>Commercial Interior Design Certificate:</p> <p>I. Outcome: Identify and understand the sequential interior design process from discovery to post evaluation of a commercial interior design project.</p> <p>II. Outcome: Produce and demonstrate comprehensive solutions to advanced commercial interior design projects.</p>	Spring 2017			
2.	<p>Associate in Science in Interior Design:</p> <p>I. Outcome: Qualify to take the IDEX (Interior Design Examination) administered by the California Council for Interior Design Certification (CCIDC) leading to the professional designation of Certified Interior Designer (CID) in the State of California.</p> <p>II. Outcome: Qualify for employment as an interior design assistant</p>	Spring 2017			
3.	<p>Interior Design Assistant Certificate:</p> <p>I. Outcome: The student will analyze and produce solutions for the design of an interior environment.</p> <p>II. Outcome: The student will evaluate and produce a criteria program as a basis for a design project.</p>	Spring 2017			

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. Gain understanding of the design process from design concept to design execution.	Evaluation of reality-based project assignments		
2. Become familiar with the California Building Codes requirements.	Exams and evaluation of reality-based project assignments		

4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

- 100% of our program SLO's are assessed on an on-going basis.
- We are currently in the process of major revisions in our curriculum.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?

- Consistency in instructional methodology is maintained regardless of individual instructional approach.
- Students far exceed the minimum grade of "C" required to receive certificates or the A.S. Degree
- Students continue to successfully pass the IDEX exam after finishing our program.

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

- Students continue to successfully complete the program and receive certificates or an A.S. Degree.

4.6 What challenges remain to make your program level SLOAs more effective?

- To be able to offer more sections, thus accommodating our core students who are employed and need more options for class times.
- To make our program known to our immediate community and adjacent ones, of which the purpose would be to increase enrollment and thus justify offering more sections.

- To offer more CAD classes within the interior design department and eliminate our current program requirements that exist within the Architecture Dept.

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.)

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

- *Maintain partnerships with the community, industry, local businesses and institutions.*
- *Continue to upgrade and refine our courses to conform to the CCIDC guidelines and the CBC.*
- *Participate in local high school outreach programs.*

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

- Our list of prospective internship employers in the design community has grown by 40%.
- Our students continue to pass the IDEX exam after having successfully completed the program.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

- *In Fall 2016 the number of available internships on our list was 8; today it's 11.*
- *The number of certificates and degrees awarded.*

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Adding a full-time instructor to the program fulfilled a major goal stated in the last cycle. While running a program with just two instructors is still challenging, Adriana Currie has initiated curriculum major course revisions which will help attract students seeking an interior design program that provides instruction in the latest technology utilized in completing interior design projects.

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?

There are drafting tables with hydraulic lift computers presently on order that will make it possible for our department to offer its own CAD classes wherein we can teach the much-needed software programs. Students will also be able to utilize the software in completing classroom projects.

5.6 If funds were not allocated in the last review cycle, how did it impact your program?

Funds were allocated and purchases made. We added a new full-time instructor; new lockers for installation in our classroom have been received; delivery of drafting tables with hydraulic lift computers have not yet been received but are anticipated, soon.

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)	Complete the major course revisions for our program currently underway in Curriculum via CurriCUNET. The program needs some updating to better serve the needs of those seeking interior design education or seeking to update their skills.	
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 3	
Describe the SAP: (Include persons responsible and timeframe.)	We anticipate approval and initiation of the major course revisions currently in process. Adriana Currie is responsible for completing the two-year process begun in Fall 2016. Initiation of any major course revisions would not occur until Fall 2019.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increased program enrollment.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Completion of this process should not require any additional financial 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		

Total Requested Amount		
-------------------------------	--	--

STRATEGIC ACTION PLAN # 2		
----------------------------------	--	--

Describe Strategic Action Plan: (formerly called short-term goal)	Increase community outreach, particularly to high schools (here and abroad), with the express purpose of informing the public and students of the various careers in interior design and the educational pathways offered by our design program.	
---	--	--

List College goal/objective the plan meets:	College Goal #: 3 Objective #: 2, 3,	
---	---	--

Describe the SAP: (Include persons responsible and timeframe.)	<p>Adriana Currie will utilize Martha Payan’s community outreach network and participate in events where our design program can be showcased.</p> <p>Adriana Currie to attend career fairs and to make herself available to speak at high schools to promote the interior design program.</p> <p>Depending on the time available to attend “X” number of high school events, it would seem that at least a 2-year cycle would be necessary to see any kind of measureable result.</p>	
--	---	--

What <i>Measurable Outcome</i> is anticipated for this SAP?	Increased program enrollment	
---	------------------------------	--

What specific aspects of this SAP can be accomplished without additional financial resources?	If Martha Payan can channel information to Adriana Currie, it should not require additional financial 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		
Total Requested Amount		

STRATEGIC ACTION PLAN # 3

Describe Strategic Action Plan: (formerly called short-term goal)	Update the FCC interior design website. Interior design is a visual medium of which the public has certain expectations; the website should reflect a high visual standard.
List College goal/objective the plan meets:	College Goal #: 2 Objective #: 1, 2, 3, 5
Describe the SAP: (Include persons responsible and timeframe.)	Utilize Jasmine Zuniga’s expertise in updating our website. Adriana Currie to work with Jasmine on this. It would probably take a 2-year cycle to see any measurable results.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increased program enrollment.
What specific aspects of this SAP can be accomplished without additional financial resources?	This would not require any additional financial 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		
Total Requested Amount		

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.)

- *Increase our enrollment to where we can offer more sections, making it easier for more working students to take our classes.*
- *Faculty to attend conferences where the latest interior teaching methods and technology are showcased.*
- *Establish relationships with high schools where we meet annually to promote our program.*
- *Secure more internship employers for the purpose of offering our students a wider range of choices for an area of interior design they might wish to examine.*

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.

In our interior design program, students not only learn how to create functional and aesthetically pleasing interior spaces, but how their skills, innate and acquired, can benefit the individual and society at large by improving quality of life. We prepare students to qualify to take the IDEX exam, the standard for interior designers in California, administered by the California Council for Interior Design Certification (CCIDC). Upon successful completion of the IDEX, and of pre-determined work hours in the design industry, a candidate can be awarded the title of Certified Interior Designer (CID). To acquire this appellation becomes the goal of the majority of our students.

Many of our students are interested in acquiring a 4-year degree although it is not something that most intend to pursue immediately upon graduation or certificate completion. The options for Bachelor degree programs in state institutions that meet the accreditation standards of the California Council for Interior Design Certification are narrow. Students are encouraged to couple their degree or certificate with a Bachelor's degree in a complementary field such as marketing, public relations or business management, making them more rounded individuals, and attractive prospects to employers.

Program retention and success has increased; program enrollment has been on the decline even as the need for technically qualified interior designers is on the rise. That enrollment is down, is not altogether surprising as until 2016, there has been only one full-time faculty in this program, who would not have had the available time necessary to address recruitment into the program, in addition to teaching a full-load and handling administrative duties. Consequently, our immediate community as well as communities surrounding Fullerton College are not aware of our interior design program. Although our program is not identical to those of other community colleges, we are, nonetheless, competing for some of the same students. Anyone of our students will affirm that while in high school, there was never a recruiter from an interior design program at career events nor were they aware of the many paths available within the industry. Our students, themselves, have expressed an eagerness to help get our name out there.

The immediate thrust of our program must be to actively recruit prospective students and make our program known. In the Strategic Action Plan section of this review we mention specifically utilizing (newly hired) Martha Payan's expertise in community outreach, marketing and social media. Adriana Currie has already initiated contact with high schools to be made aware of career fairs and speaking opportunities. She is also taking advantage of her contacts in the interior design community to broaden the range of potential internship employers, providing more choices for our interns.

As the practice of interior design becomes more technical, there are those in the industry who want to update their skills, particularly with CAD programs. Our department currently has new computers and desks on order which will make it possible to offer instruction in the latest software programs in interior design and market to these individuals.

Updating our website to reflect a state-of-the-art interior design program will also drive interested students to look deeper into what is offered at FCC.

The focus of interior design is serving the individual which in turn serves society as a whole. To that end, our design program has so much to offer to our students and our community.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.

Information on the college's graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

Please identify when the publication was last reviewed, and confirm that it is accurate in how it represents the college. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study.

This is the link to the FCC Interior Design Dept. website: <http://techneng.fullcoll.edu/interiordesign.html>

The following is the current 2-page Interior Design Dept. brochure per FCC catalog 2017-2018. On one side are outlined the requirements for the various certificates and the A.S. degree; on the other side are listed the Fall 2017 course offerings.

Fullerton College Interior Design Department

Interior Merchandising - Level I Certificate

The Interior Merchandising - Level I Certificate Program requires the completion of the 27 units listed below. This certificate is Level I of the Regional Interior Design Program. A minimum grade of "C" is required for all courses

<p>Required Courses (27 units) ARCH 124 Architectural CAD I (3) ARCH 924 Architectural CAD II (3) IDES 100 Fundamentals of Interior Design (3) IDES 105 Interior Design Studio I (2)</p>	<p>IDES 110 Beginning Drafting for Interior Design (3) IDES 120 Interior Design Careers (2) IDES 130 Applied Color and Design Theory (4) IDES 150 Interior Materials and Products (4) MKT 208 Principles of Selling (3)</p>
---	---

Commercial Design Certificate

The Commercial Design Certificate Program requires the completion of not less than 48-49 units of which 35-36 units are in required courses. An additional 13 units must be chosen from the restricted electives listed below.

<p>Required Courses (35-36 units) ARCH 113 Architectural Drawing I (3) ARCH 124 Architectural CAD I (3) IDES 100 Fundamentals of Interior Design (3) IDES 105 Interior Design Studio I (2) IDES 130 Applied Color and Design Theory (4) IDES 147 Office Planning (3) IDES 150 Interior Materials and Products (4) IDES 190 History of Interior Architecture II (3) IDES 210 Fundamentals of Lighting (3) IDES 215 Interior Design Studio II (2) IDES 230 Business and Professional Practice (3) IDES 240 Interior Design Internship (2-3)</p>	<p>Restricted Electives (13 units) * ARCH 924 Architectural CAD II (3) CSTR 30 Construction Blueprint Reading (3) IDES 120 Interior Design Careers (2) IDES 180 History of Interior Architecture I (3) IDES 200 Interior Illustration (2) IDES 248A Restaurant/Hotel Design (2) IDES 248B Medical/Health Design (2) IDES 249ABC International Studies Design (1-3)</p>
--	---

Residential Design Certificate

The Residential Design Certificate Program requires a completion of not less than 49-50 units of which 32-33 units are in required courses. An additional 17 units must be chosen from the restricted units listed below. A minimum grade of "C" is required for all courses.

<p>Required Courses (32-33 units) FASH 206 Textiles (3) IDES 100 Fundamentals of Interior Design (3) IDES 105 Interior Design Studio I (2) IDES 110 Beginning Drafting for Interior Design (3) IDES 130 Applied Color & Design Theory (4) IDES 150 Interior Materials & Products (4) IDES 170 Space Planning (3) IDES 180 History of Interior Architecture I (3) IDES 190 History of Interior Architecture II (3) IDES 215 Interior Design Studio II (2) IDES 240 Interior Design Internship (2-3)</p>	<p>Restricted Electives (17) ARCH 113 Architectural Drawing I (3) ARCH 124 Architectural CAD I (3) ART 112, 113, or 114 Art History (3) ART 120 Basic Design (3) ART 179 Drawing for Non-Art Majors (2) ART 182 Basic Drawing (3) CSTR 06 Residential Plumbing, & Mech. Systems (3) FASH 202 Visual Merchandising (2) IDES 85 Kitchen & Bath Design (2) IDES 120 Interior Design Careers (2) IDES 200 Interior Illustration (2) IDES 210 Fundamentals of Lighting (3) IDES 230 Business & Professional Practice (3) IDES 249AB Studies in Intern. Arch. & Des. (1-3)</p>
--	---

Revised 11/2/17

Catalog 2017-2018

*Note: Current catalog is incorrect for Commercial Design-Restricted Electives

INTERIOR DESIGN

FULLERTON COLLEGE INTERIOR DESIGN

Spring 2018 Schedule

(CLASSES BEGIN, January 29, 2018)

	<u>Class</u>	<u>CRN #</u>	<u>Time</u>	<u>Days</u>
100	Fundamentals of Interior Design	21344	8:30-11:40a	M
100	Fundamentals of Interior Design	21345	8:30-11:40a	Th
100	Fundamentals of Interior Design	23221	6:30-9:40p	Th
105	Interior Design Studio I	21346	1:00-5:15p	Th
110	Beginning Drafting for Interior Design	21347	1:30-6:25p	W
150	Interior Materials & Products	21348	1:30-5:45p	F
170	Space Planning	22786	11:00-4:25p	T
180	History of Interior Architecture I	21349	9:00-12:10p	W
200	Interior Illustration	23676	12:45-5:00p	M
210	Fundamentals of Lighting	21350	6:30-9:10p	M
215	Interior Design Studio II	21351	1:00-5:15p	Th
240	Interior Design Internship	21352	6:00-7:05p	T
265	Interior Design Studio III	24761	1:00-5:15p	Th

For Admission/Registration information, call (714) 992-7075. For information regarding classes, call (714) 992-7561. See the Fullerton College web page at <http://www.fullcoll.edu>

Notice to Students: The information contained on this page is advisory only and does not constitute a contractual agreement by the college.

11 / 1 / 17

Publication	Date last reviewed	Is the information accurate?	URL of publication

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Routing & Response Page

Originator → IMS → Appropriate President’s Staff Member → Program Review Chair

Originator

Electronically submit completed Program Review to Division Dean/IMS for review.

Appropriate Immediate Management Supervisor (IMS)

RESPONSE

Printed name of IMS _____

Title _____

Date _____

Select one and provide response if necessary. Forward electronically to appropriate Vice President’s Office.

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 explanation):

Printed Name _____

Signature _____

Title _____

Date _____

Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.

Advisory Committee Meeting Minutes

Date of meeting: March 31, 2017

Room No. 730 10:00 am.

Members Present:

- Jennifer Cookson, Kitchens by Cookson, VP Academic Relations NKBA So Cal Chapter
- Barbara Keller , Barbara Keller Designs, ASID Student Affairs Committee Chair
- Kimberly Patten-Granier, Granier Designs, Graduate of FCC Interior Design Program
- Arcel Punsalang, Arcel Design Inc., Inland Empire City Center IIDA Student Affairs Liaison
- John Corpus, Interior Designer, Arcel Design Inc.

Fullerton Community College Administrators and Staff Present:

- Ken Starkman, Dean of Technology & Engineering
- Brian Kaneko, Interior Design Dept. Coordinator
- Adriana Currie, Interior Design Instructor

Copy of Agenda is attached.

The following recommendations were made:

- Important to keep up with technology as it relates to interior design, i.e. computer programs, virtual reality, drone technology.
- Job sites typically list multiple computer program requirements although schools typically teach only two or three programs.
- In addition to our present computer programs of CAD and Revit, offer Sketch-Up and/or 20/20. Sketch-Up is often combined with hand-drawing. Chief Architect was also recommended.
- Clients want to see 3-D drawings such as they see on TV and social media.
- Promote NKBA Student Design Competition
- Employers want team players; important that students work in a collaborative manner
- Internship class should be taken last as the company may wish to hire the student and have her/him start immediately.
- Develop a job placement program such as some private schools offer.
- Web page very important for the design program to have.

(Recommendations continued)

- Interior Design Club can have a presence on Facebook.
- Interior Design Club to contact IIDA when club is up-and-running.
- Students should understand the importance of developing and maintaining long-term business relationships with all involved in the interior design field and related industries. To that end, company sales representatives are reliable sources of information and provide valuable business contacts for networking.
- Students need assistance with assembling a portfolio; if not a class, a special meeting for that purpose.
- Contact CSULB re a “completion program” wherein students only have to complete a residency requirement.

Committee members received a copy of the proposed 2018 Interior Design program certificates and degrees requirements, along with catalog descriptions and SLO's.

Meeting adjourned at 12:20 p.m.