



Fullerton College Program Review and Planning Self-Study for Instructional Programs Fall 2021

Statement of collaboration

The program faculty members 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 comprehensive self-study.

Participants in the self-study

Adriana Currie

George Bonnard

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 and Planning Committee.

Adriana Currie

Adriana Currie

11/12/2021

Printed name of principle author

Signature

Date

Adriana Currie

Adriana Currie

11/12/2021

Printed name of department coordinator

Signature

Date

Kenneth starkman

[Handwritten Signature]

11-29-2021

Printed name of Dean

Signature

Date

1.0 Executive Summary (Please write this section last, but include it here at the front of the self-study.)

To the Program Review Committee -- Thank you for reviewing and critiquing my Program Review. It is far from perfect; I welcome any and all recommendations.

It is good to know that the Interior Design Technology Department has done fairly well over the past five years. I am somewhat disappointed when reminded that the interjection of the COVID pandemic is preventing me from seeing what I hoped would be a nicely consistent five -year progression.

Since the last five-year study, we have accomplished our goal of increasing enrollment, due largely to having our website reworked with videos of our students engaged in learning and promoting our program. Navigating on the website to the various certificate programs has been made engaging and practical.

Major program revisions were submitted and approved (and need to be revised, yet again).

Our goal of community outreach has not been realized and needs to be addressed – attending high school career fairs are not enough. This needs to be researched.

We received new desks and computers, and while they were not part of a strategic action plan, getting them was impactful.

The next step in growing our program has to do with retaining more of the students that enroll in our foundational course of IDES 100 Fundamentals of Interior Design. With three sections of IDES 100 bringing us 60 to 70 new students every semester, I would like to see the retention rate increase. We need to try harder with the Latinx students – we're missing something but I don't know what that is, which is why I am suggesting more one-on-one interaction in the IDES 100 courses. I want to help students establish academic and career goals from the first semester that they join our program. For a student to drop out of the program because he or she could not see themselves working in interior design when there are so many avenues one can take in the interior design industry, is a real loss. Seeing the joy that a student expresses in even *applying* for a certificate makes me want to do more to get all our students to that point and beyond.

I am concerned that our students are not learning enough computer software programs to be competitive in the workforce, although I know it is impossible for them to learn everything. I would like to bring two computer software courses that are required for all of our certificates and the AS degree, that are presently taught in the Architecture Dept., to be taught in the Interior Design Technology Dept. This would ensure that course content is more relevant to the work of interior design.

The job market for interior designers stumbled at the onset of the pandemic but has since gotten back on its feet. More engagement with companies that higher interior designers is essential; not just companies who hire designers but companies that would hire our students if they knew about our students.

More attention needs to be paid to our PSLOs, CSLOs, and SLOs that should be revised on an on-going basis.

One of our two full time faculty retired in 2020, which leaves the job of accomplishing all of the above in the lap of one faculty member – Adriana Currie. While she is rather remarkable, even she admits that she cannot do this alone. Which brings me to my Strategic Action Plan of hiring one additional full time faculty member.

2.0 Mission

Please explain briefly how your program contributes to the College's mission, vision, core values, and goals. Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.

INTERIOR DESIGN TECHNOLOGY DEPARTMENT

Our Mission

To embark our students on a path of lifelong learning in pursuit of improving quality of life for the public and the community we serve through shaping the interior environment.

Our Vision

That students be continually receptive to developments in the interior design profession and industry and in so doing, ensure that students recognize how to achieve their full career potential.

Our Core Values

The values to which Fullerton College subscribes *are* our values. 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 readily grasp, as incorporating the "new" is often instinctive to them. Partnership is evidenced by our internship employers and advisory committee members who give so willingly of their time and mentor our students.

Our Goals

To help students have a clear vision of their academic goals and career goals.

To lend moral support and encouragement to those students that need it.

To foster a love of learning in our students that will serve them for life.

3.0 Students

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

3.1 Enrollment demographics

1. Using the data provided by the OIE, briefly describe the enrollment trends in your program over the past five years.

- In the 5-year comparison there is a steady enrollment increase in nearly all the courses from 2016 thru 2020. In academic year 20/21 there is a decrease in 6 out of 13 courses. Four of the six courses in which there was an enrollment decrease were in studio/lab courses which were either not offered due to the mandatory shift to online learning during the COVID pandemic, or students postponed enrolling in those courses during the pandemic. IDES 240 Internship which is typically offered every semester, was not offered in Fall 2020 due to COVID restrictions which negatively affected employers seeking interns. The drop in enrollment in IDES 230 Business Practices appears to be following a regular rise-and-fall progression in the 5-year comparison. It remains to be seen how things settle down once the pandemic restrictions are behind us. (See Appendix C-1) Regardless, the change in enrollments for Interior Design Technology is 22.5% compared to a minus 12% for all other programs.

5-Year Change Calculation		
The following table calculates the % change in enrollments and headcount between AY 16/17 and AY 20/21.		
Note the table shows the change for "This Program" as well as the change for all other programs combined at the College.		
5-Year % Change in Enrollments	All Other Programs	-12.0%
	This Program	22.5%
% Change in Headcount	All Other Programs	-11.8%
	This Program	19.4%

- Using the data provided by the OIE, describe the student population your department serves. Do you have a way of determining which students are your majors, for example through a gateway course? Please explain.

There is a great deal of data provided and I am referencing, below, those which seem most pertinent. Interior Design Technology students have:

- 8% higher certificate completion rate than all other majors
- 21% are older than students in all other majors
- 42% more students declare their major than all other majors
- 18% more are college graduates than in all other majors
- 8% less Latinx students than all other programs

- 9% more white students than all other programs
- 19% lower transfer rate than all other majors

(See Graph – Appendix C-2)

-Of significance is the population that is older (over 25 years of age). They are the students that are the most engaged, the ones that sit in the front row. Many in this age group have young children. Many of these students request counseling from an instructor before they begin taking courses and are the most likely to have successful course completions. We try to accommodate this demographic, that may have more than average responsibilities, by alternating the times several of our courses are offered from one semester to the next. This demographic also takes longer than others to complete one of the programs and is likely to consist of more college graduates.

-I am not aware of a data base from which I can determine which of our enrolled students have declared Interior Design as their major. The Interior Design Technology instructors do query students enrolled in IDES 100 Fundamentals of Interior Design and are asked to declare Interior Design as their major if they have not already done so.

-The goal of Interior Design Technology students is to find employment upon completing a certificate or the AS degree. Most do not enroll in the program with the intention to transfer to a four-year institution. This has been the pattern for at least the last 30 years.

3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.

- The courses with the highest demand are the core courses which are part of the basic certificate of *Interior Design Assistant*. Among these, the highest enrollment is in the IDES 100 Fundamentals of Interior Design course with, typically, 60 to 75 students spread over three sections in each semester. Spring 2022 is slated to have three sections of IDES 100: An on-campus evening class; an evening Zoom meeting class; and an asynchronous class. Enrollment has been a bit higher than usual, possibly due to all three sections being offered online after the onset of the COVID pandemic.

4. Please describe how your course offerings match students' preparation and goals.

- IDES 100 Fundamentals of Interior Design is a gateway course that offers an overview of the interior design profession. Students that enroll in this course are immediately sent a welcome letter and a Sequencing Guideline. This guideline explains the ideal way to take the courses if attending full-time, as well as how best to complete the courses as a part-time student.

5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

Enrollment varies a bit by semester with the highest enrollment being in the fall semesters.

Some courses are offered every semester:

- Fundamentals of Interior Design (three sections). The times vary with, typically, two sections offered in the evening.

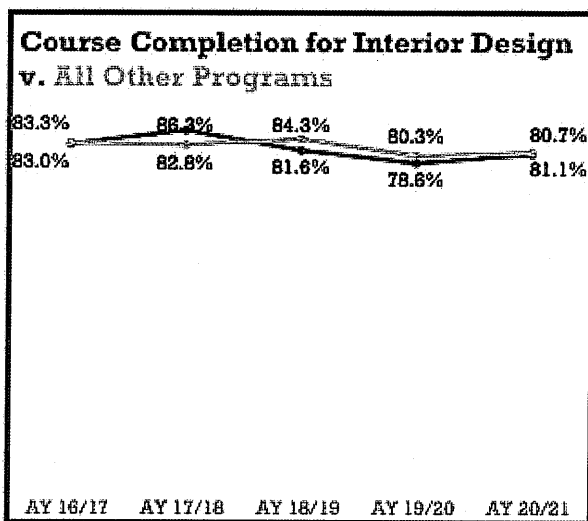
- Courses involving studio/lab work -- Drafting for Interior Design; Interior Design Studio 1; Interior Illustration 1; Interior Illustration 2; Space Planning 1; Space Planning 2 -- until the COVID pandemic, enrollment had been rather predictable. With the pandemic, the studio/lab courses have been disrupted as some courses were either not offered at all, or students chose not to enroll in online studio classes. We are not quite back-on-track.

3.2 Student Achievement and Equity (and student demographic profile)?

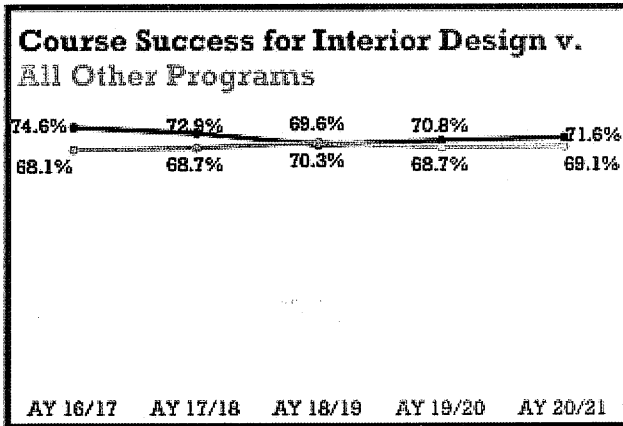
1. Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

- The variances in course completion and course success for interior design vs. all other programs is nearly negligible with interior design course completion and course success being higher in most academic years than all other programs in those same years.

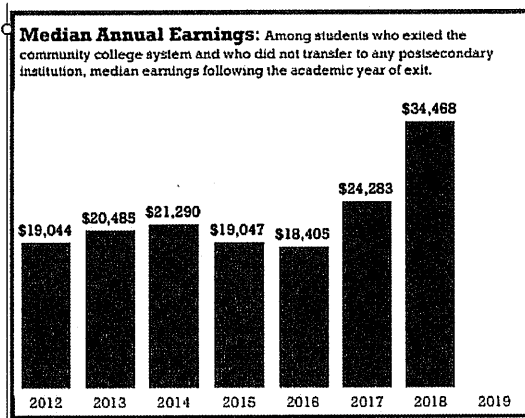
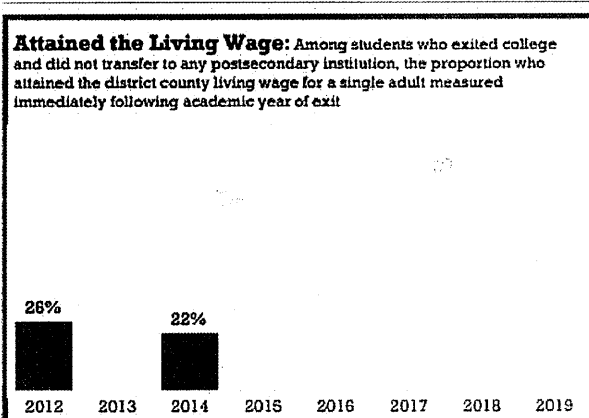
- Course completion for Interior Design vs. all other programs: Interior Design is between 80% and 86% vs. all other programs that are at 81% to 82% completion – not a great deal of variance.



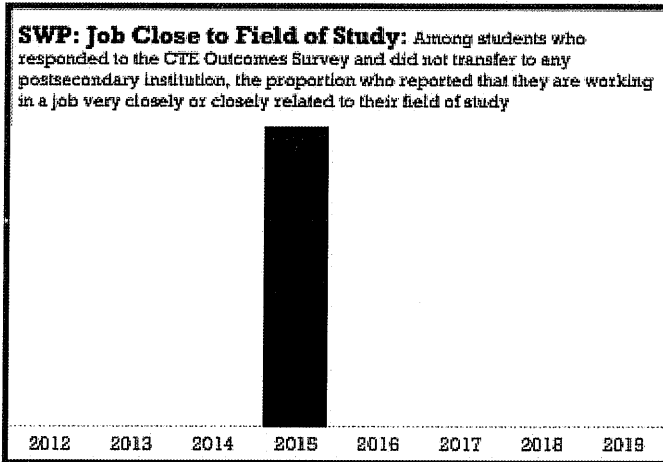
- Course success for interior design is 71% to 72% vs. course success for all other programs that are at 68% to 69% -- not a great deal of variance



- Median Annual Earnings show a slight fluctuation since 2012 with a significant spike from 2017 to 2018 – a 42% increase; however, there is no current data on whether these jobs paid a living wage.



- (Section 3.2.1) The Job Close to Field of Study analysis seems to have been done only in 2015. It indicates that 100% of students surveyed were working in a job “very closely or closely related to their field of study.” While this is a positive indicator, the study is over five years old and there is not anything to compare it to.



2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

- The data shows that Filipino and Latinx students have a lower course completion rate and a lower course success rate than other ethnicities (7%-12% lower). Is it possible that these groups have a misconception of what is involved in the actual work of interior design and therefore a misunderstanding of the amount of time that is required to achieve a certificate or the AS degree?

- (Section 3.3.1) The lowest course completion and the lowest course success is in IDES 100 Fundamentals of Interior Design – an introduction course. It would be useful to have data that indicates at what point in the semester a student dropped the course. It is possible that popular media has influenced the public into the false assumption that interior design is fun and anyone can do it; after all, interior designers on HGTV can remodel a house in a one-hour television segment, and with spectacular results but with false impressions. Our program is a rigorous one that prepares students for the high demands of the profession -- not how to arrange pillows. Interior designers are life-long learners because they have to be if they wish to make a career out of it. Perhaps those students who drop IDES 100 were testing the water and decided that an interior design career is not what they thought it would be, even though multiple career paths within interior design are examined in IDES 100.

5 Most Enrolled Courses in Interior Design

NOTE: 5-year totals

	Enrollments	Students Repeating	% of Students who Repeated	Course Completion	Course Success	Withdraw Rate
IDES 100 F	485	13	2.8%	75%	58%	25%
IDES 105 F	195	6	4.0%	80%	70%	20%
IDES 210 F	152	6	4.1%	86%	78%	14%
IDES 110 F	144	9	6.7%	78%	67%	22%
IDES 180 F	108	2	1.9%	89%	83%	11%

3. Does your department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

- The instructors in Interior Design Technology are aware that students have personal issues that sometimes prevent them from completing assignments by a given due date, successfully completing an exam, or even attending class. Instructors regularly communicate with the department coordinator for advice regarding students who are failing, or close to failing a class. Classroom policies are in place to provide students the opportunity to raise their grades – extending due dates; take-home exams; extra credit assignments. A factor that seems to prevent students from successfully completing a course is *not that they don't understand the subject matter, but that they are working more hours at a job than would be advisable if one is trying to complete a course*. If it is suggested to a student that he or she drop one or more classes so that they can get back on track in particular subject matter, the student will often tell the instructor that their financial aid is contingent on them carrying a full load and, in addition, that they cannot reduce their hours at work. There seems to be this disinformation that one can pass a course just by having been present during class. Most students have never had to personally manage their own time, particularly if they are coming straight out of high school. Instructors may have to teach time management at the beginning of a course; in this manner, the students may be made more aware of the amount of time that has to be spent outside of the classroom to successfully complete a course.

4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?

- The course with highest enrollment, and also a lower than average completion rate, is IDES 100 Fundamentals of Interior Design – an introductory course. It is not known exactly to what this may be due, however, it is possible that some students feel that they may not belong in interior design once they get deeper into the subject matter.

Strategies to consider implementing to correct this:

1. Host a meet-and-greet with new students at the onset of each semester where the various instructors are available for consulting with students. Also, students who are presently in the program can participate, thus establishing a connection with someone they may more easily relate to and reach out to when needed.

2. Engage with students individually early in the semester in the IDES 100 Fundamentals of Interior Design courses to examine their progress and to discuss their academic and/or lifetime goals.

3. Require that IDES 100 include 1-to-2 field trips to give students a first-hand look at what takes place in the world of interior design and might fan the flames of the interest that induced them to explore interior design in the first place.

4. Consideration: The first day of class should address time management in an earnest manner. Time sheets with 30 minute increments could be provided to students wherein they could be asked to project their activities for one week. This would give them a realistic view of how they are presently spending their time and how they best to adjust that during the school semester to successfully complete their studies.

3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through your program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

- The courses in the Interior Design program are studio/lab intensive. Working drawings; interior renderings, 3-D models, and materials boards are the norm. Students learn early on to balance the studio courses with lecture courses, usually taking no more than three classes in one semester. Unlike many programs at Fullerton College that are completed in two years, most of our interior design students pursue the 50-unit certificates that take three years to complete. Students learn that the Sequencing Guidelines for mapping their studies is indispensable.

- There does not appear to be any bottleneck courses in our program.

- Section 3.3.1: Within the last 5 years IDES 100, in an introduction course (three sections) with approximately 60 -70 students enrolling each semester, 25.4% of students drop the course. The intro courses do draw people into the class that are investigating interior design and may decide that it is not what they wish to pursue. Perhaps when a student withdraws from a class they could be asked to state the reason, thereby providing concrete information as to why they are withdrawing. This information would be useful for an analysis.

(See previous graph, "5 Most Enrolled Courses in Interior Design")

- Two of the three program certificates and our AS degree do have a number of courses with prerequisites. The curriculum is designed with courses that build one-upon-the-other where a certain skill must be learned before moving onto the next step. As computer-aided design

(CAD) has become the principle means of communicating design concepts, it has become necessary for students to learn these skills no later than the second semester of their interior design studies. This results in prerequisites involving computer skills being added to more courses.

2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain. - **N/A**

3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

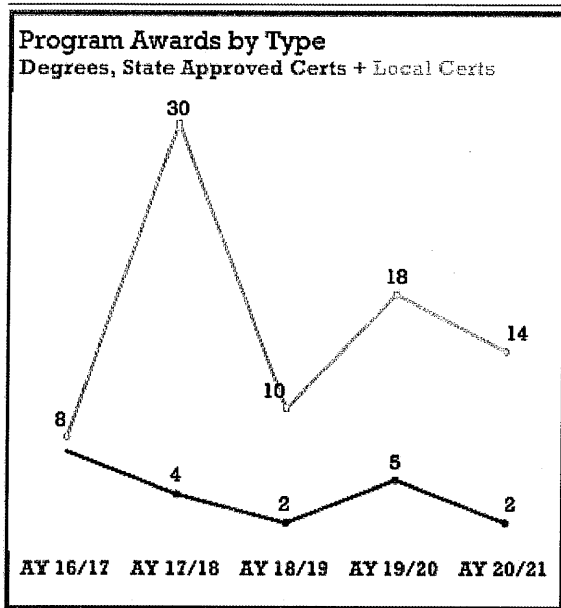
- **Curriculum mapping was done in 2020 for the AS in Interior Design, in collaboration with Deanna Smedley in Counseling. It was suggested that one of the courses be changed to an equivalent course that would fulfill the general education requirements, thereby reducing the total units required for the AS. This has not yet been implemented.**

- **Interior Design Technology offers three certificates. A sequencing guideline that maps the courses for each of the certificates is provided to students entering the program and can also be found on the FCC website. Depending on the certificate being pursued, a student can complete the program in one-to-three years. The counseling department utilizes these guidelines.**

4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.

- **Certificates awarded far exceed AS degrees awarded. The certificates range from a requirement of 28 units to a requirement of 54 units. The AS degree in Interior Design requires 98 units. The longer it takes for a student to earn the units needed for a specific certificate or the AS degree, the more likely that personal life changes and challenges may result in some students deciding to curtail or postpone their academic goals resulting in not returning to the program.**

- **The 275% spike in students receiving certificates in academic year 17/18 warrants further investigation. (See chart below)**



3.4 Faculty

- Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)

- From 2016 to 2020 there were two full-time faculty for the Interior Design department. Due to the retirement of one of the full-time faculty in 2020, there have been five part-time faculty added. Part-time faculty carry 52% of the courses; one full-time faculty carries 47% of the courses.

- If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.

As a starting point – I am the only full-time faculty and I believe it would be of benefit to our students, our program, and the Technology & Engineering Department, to add one full-time member. Why hire another full time faculty member when we are managing with five adjunct? The advantages of having one more full time faculty are:

- Success rates will improve if there was an additional full-time faculty available for office hours to respond to student concerns; to address indications that certain students are slipping and possibly prevent them from having to drop or fail a course.

- To help analyze the complex set of data that may identify deficiencies in the program that contribute to less than optimum student success and to implement changes.

- To develop surveys that help determine how enrollment might be increased across the various courses.

- To assist in updating curriculum which should be an on-going exercise, not a last-minute attempt to get changes pushed through.

This next point is equally important: The majority of our students who complete our programs do not transfer to 4-year institutions; they seek employment in the interior design industry. It is our responsibility to ensure that they go into the workforce fully equipped with the latest information and skills set needed to be competitive in the job market. The on-going changes to materials and products, building codes, marketing platforms, business practices, and computer software programs make it critical that instructors keep abreast of these changes. This level of engagement requires time outside of the classroom, more time than one full-time faculty member can realistically accomplish, such as time to:

- Visit businesses that hire graduates to inform them of our program.

- Visit business that would benefit from hiring our students on a part-time basis or as interns – businesses that would never have considered doing so, making them aware that an interior design student would be an asset to their organization.

- Attend industry events to learn of the latest advancements in sustainable products.

- Attend events by industry organizations such as IIDA (International Interior Design Association); NKBA (National Kitchen & Bath Association); NEWH (Network of Executive Women in Hospitality); IDEC (Interior Design Educators Council); CBC seminars (California Building Codes); and interior design markets that take place throughout the year. In addition to promoting the profession of interior design within their respective arenas, these organizations sponsor student design competitions and provide student scholarships, but they don't come to us, we must go to them.

Networking at these events is of tremendous benefit as it provides an opportunity to speak personally with those that are not only part of the interior design industry and profession but are also in positions to hire interior designers. Having a second full-time faculty member would go a long way in providing this essential component that helps our students transition successfully into the workforce.

3.5 Covid

Using the data provided by the OIE, briefly describe how the Covid 19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

In Fall 2020, we decided to not offer courses that included a studio/lab portion, with the expectation that in Spring 2021 we would be back to "normal." When it became obvious that was not going to occur, courses with a lab portion that had been sidelined in Fall 2020, were re-instated in Spring 2021, along with the courses that would normally be available in the Spring. (Studio/lab courses constitute 25% of all the interior design courses.) Although courses with lab portion were reinstated via Zoom meetings, enrollment declined and has stayed low in those courses.

In 2021, enrollment in lecture classes increased, probably due to the flexibility afforded by classes on Zoom as well as asynchronous courses. Prior to COVID, there had been no distance learning in the Interior Design Technology department. Now that some online lecture courses have met with success, courses in which there are multiple sections will offer at least one asynchronous section. As of this documentation, that will be only IDES 100 Fundamentals in Interior Design as it is our only course with more than one section. IDES 180 History 1, and IDES 190 History 2, will now be offered only asynchronously. All other courses will be offered in either weekly Zoom meetings (as has been the case) or in a hybrid format (which we will be implementing for the first time in Spring 2022). It will be revealing to learn how students choose to return, or not, to campus.

3.6 What has not been asked?

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

- We were thrust into online teaching at the onset of the COVID pandemic and quality of course content suffered. The silver lining is that we now know what works online and what does not, at least with the technology presently at our disposal. During the pandemic there has been an increase in enrollment in online lecture courses, but a decrease in courses involving studio/lab work. In spring 2022, all the studio courses will resume either fully-on campus or as a hybrid. Several lecture courses will continue to be on Zoom or asynchronous. It is uncertain how students will respond to the changes.

- There are now at least two counselors that are fairly well-versed in how our programs operate. The counselors use the Sequencing Guidelines provided by our department with good results. We refer these counselors to our students by name.

4.0 Outcomes

4.1 Program Student Learning Outcomes (PSLOs)

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes (ISLOs) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.

- The PSLO's were last updated in 2018. I am presently in the process of updating PSLO's and SLO's for our three certificate programs as well as the AS degree to meet the new requirements. The wording for the outcomes will be more career-specific and purpose-oriented.

4.2 PSLO Assessment

The new PSLO design principles encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

- PSLO revisions are in progress. Student project presentations will continue to be used for assessing student outcomes in the certificate programs as well as the AS degree. What will

be added to assessments is wording such as “portfolio quality capstone project,” “electronic portfolio (ePortfolio),” and “collaborative project,” all of which are more career specific.

4.3 CSLO Assessment

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division’s SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

- Our CSLOs have been assessed at least once since the last Program Review and I am presently reviewing them as well. To my knowledge, our PSLO assessments have never been used as CSLO assessments.

- A change that should be made regarding outcomes and assessments is due to the dramatic shift in the last 5 years to the nearly complete reliance on computer software to communicate design concepts and solutions. Student outcomes and assessments in certain courses need to have wording that reflects this understanding.

4.4 SLO Equity Analysis

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?
2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don’t exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

The response to numbers 1 and 2 above has been combined below.

**The data provided by the CSLO attainment data indicates the following below:
(See data in Appendix C-3)**

- By Demographic category, the subcategories of Gender, Economically Disadvantaged, Ethnicity, Veterans, and Age Range all indicate that expectations are met at a very high level, 91% - 100%.

- No data was provided for the subcategories of Foster Youth and of Age; however, Section 3.2.2 of the Program Review Appendix indicates that Foster Youth has a 100% completion rate.

- There was no subcategory for race, as is referenced in Question #1 above; however, Section 3.2.2 of the Program Review Appendix does indicate that the Filipino and Latinx students have a significantly lower course completion rate and course success rate than any of the other race categories (7%-12% lower). The highest enrollment and the highest withdrawal rate are in the IDES 100 Fundamentals of Interior Design – a foundational course. While there are any number of reasons that students may not be completing a course, perhaps the following can be taken into consideration for closing the gap in course completion rate and course success rate:

> As discussed in Section 3.2 above – new students might feel more connected to the interior design studies they are undertaking if at the onset they could meet faculty and students already in the program. This may make students feel more inclined to reach out to someone when they are experiencing a problem that they don't quite know how to handle

> Engage with students individually early in the semester in the IDES 100 Fundamentals of Interior Design course to examine their progress and to discuss their academic and/or lifetime goals.

> I have requested additional data regarding when, exactly, students have withdrawn from IDES 100 Fundamentals of Interior Design. We offer three sections of this introductory course, which also has the lowest completion rate of all the other courses. Perhaps this data will help us see at what point in the semester students are most vulnerable to dropping the course and to understand the root cause. If this can be addressed it may help shrink the gap in completion rates for the various demographic categories.

COURSE COMPLETION: Equity Analysis for Interior Design

Page 1

Section 3.2.2. Equity Analysis: Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

by Race Ethnicity Ancestry				by DSS			
	Enrollments	Course Completion	Gap		Enrollments	Course Completion	Gap
Amer. Indian Alaska Native				Not DSS	1,715	81.9%	
Asian	169	81.7%		DSS	92	80.4%	
Black African Amer.	72	80.6%		by Foster Youth			
Filipino	30	76.7%			Enrollments	Course Completion	Gap
Latinx	763	78.2%	-48	Not Foster Y..	1,797	81.7%	328
Two or More	133	90.2%		Foster Youth	10	100.0%	
Unknown	59	79.7%					
White	574	85.2%					

5.0 Other Areas of Program Effectiveness

5.1 Your Department and General Education

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.
2. What role does your department play in helping students complete the GE pathway?

- NA

3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?

- **The only GE credit course we have is IDES 180 History 1. It is only offered in the fall semester and only in one time slot.**

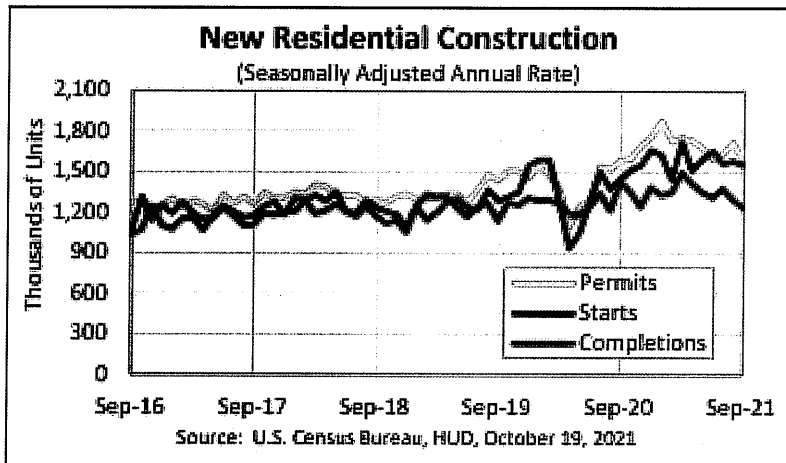
4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.

- NA

5.2 Outside Influences on Your Department

1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.
2. Make sure you are including all degree and certificate programs, including the College's GE program.
3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.
4. If AB 705 applies to your program then how are you meeting its mandates? **NA**

- **The residential interior design industry closely parallels the fluctuations in new housing construction. While the COVID pandemic in 2020 caused a downturn in new housing starts in early 2020, it has since shown a steady climb to where it is now higher than pre-pandemic figures. (Per the U.S. Census Bureau and the U.S. Department of Housing and Urban Development figures from Oct. 2021) Interior designers are busy. New construction is expected to stay the same or to continue its gradual climb.**



- In the last 20 years, the interior design profession, as have many other fields, has become reliant on computer aided design (CAD) to communicate what used to be done by hand. The many components of an interior design project – research, selection of materials and products, coordination of colors and fabrics, space planning, and client presentations – are now all conveyed via computer renderings. The software is ever evolving and it is essential that our students graduate with knowledge of the latest technology available. 37% of our course work is completed via CAD. To keep abreast of the changes in technology will require hiring an instructor with highly technical skills and strong interior design capabilities that can move competently among the various software programs utilized in the interior design industry.

- There are two required courses for all our certificates, as well as the AS degree, that are taught in the Architecture Dept. and are prerequisites to one or more courses -- ARCH 124 AutoCAD and ARCH 924 Revit. I am uncertain as to why these courses were not embedded in the Interior Design Dept. to begin with, but it needs to be addressed. While it may have been adequate in the past for interior design students to learn these software programs in another department, that is no longer the case. Architecture and interior design are related; however, interior design is not a discipline that architecture teaches. Students learn the software and finish with skillful drawings of site plans and buildings but little, if any, interior design production. Computer software classes taught by interior design professionals would be of tremendous benefit to the student whose goal it is to secure a job in the interior design industry. This would require adding new courses to the Interior Design Technology Dept. but it would not add any additional units as these courses are already required.

- ARCH 124 (students learn AutoCAD) and ARCH 924 (students learn Revit) are required courses in our foundational certificate – Interior Design Assistant which is 28 units compared to the 50 units required for the Residential Interior Design Certificate and for the Commercial Interior Design Certificate. Students have expressed that they don't see the relevancy of taking ARCH 124. Per input from our adjunct faculty and students whose opinions I value, ARCH 124 should not be required for the basic certificate. In addition, ARCH 124 and ARCH 924 should be combined into a one semester course taught by an interior designer. Due to the high learning curve of ARCH 124 and the low perceived relevance, it is quite possible that this course is causing some students to withdraw

from the program altogether. Is there a sense that this basic course is not relevant and that perhaps other courses are equally irrelevant? This supposition is based on conversations with faculty and students and my own findings that the work produced in ARCH 124 is only about 30% relevant to interior design.

- Our program continues to align with the tenets of the California Council for Interior Design Certification (CCIDC). This watchdog agency exists for the sole purpose of maintaining a standard of education and professionalism for interior design practitioners in California and to ensure that the work of qualified interior designers serves the health and well-being of the public. CCIDC also lobbies in Sacramento on behalf of the interior design profession. Our program meets their criteria for educational preparedness. Upon completing either the Commercial Design or Residential Design Certificate, or the AS degree, our students can sit for the IDEX exam administered by CCIDC that sets them on the path of becoming a Certified Interior Designer in the State of California. This is a link to legislation affecting interior designers.

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

5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.

- One of the tenets of our program is to ensure that students get a real sense of the various aspects of working in the interior design industry. Field trips are required in several of our courses to companies that specialize in flooring, furniture, kitchen remodeling, office interiors, etc. The companies, themselves, enjoy having the students and engage with them directly. It is also common to have speakers visit the classroom and share their career-pathway stories. It is particularly gratifying to have a former student who has become a professional speak at one of our classes.

- Prior to the COVID-19 pandemic, the IDES 130 Materials & Products class, as a group, would work on developing ideas for upgrading the interior of an actual home. The home would serve as a "lab" where students could interview the homeowner, ask pertinent questions, take measurements, etc. The project would conclude with students presenting their project solutions to the homeowner. Many students have expressed that this was the best experience they had in learning what it is like to do work for a "real" client, not just a fictitious one as is normally the case.

- An internship is a requirement for completing two of our three certificates, as well as the AS degree. It is an on-going task to secure quality internships; I am continually marketing our program to prospective companies.

2. Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain. **NA**

6.0 Planning

6.1 Progress on Previous Strategic Action Plans

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.

- **Strategic Plan #1:** Complete the major course revisions for our program currently underway in Curriculum via CurriCUNET. **Status of SAP:** All major course revisions have been approved. The anticipated outcome of increased enrollment was met. Enrollment has increased significantly, 22.5%. (All other programs are minus 12.0%). One of the changes initiated was in adding more technology to certain courses. A result of this change has been that students are completing our programs with more software experience which is essential to the practice of interior design.

- **Strategic Plan #2:** Increase community outreach, particularly to high schools. **Status of SAP:** Adriana Currie participated in various career fairs; in CTE promotional videos initiated by Martha Payan and has promoted our Interior Design Building Codes Class on the CCIDC website, California Council for Interior Design Certification. The anticipated outcome of increased program enrollment has been met (22.5%). Martha Payan's input and support has been invaluable in helping this department meet its goal of increasing enrollment.

- **Strategic Plan #3:** Update the FCC Interior Design Technology website. **Status of SAP:** With Martha Payan's orchestration, not only is it now easy to find the Interior Design website -- it is engaging, with a realistic, enthusiastic portrayal of what takes place in the program. The anticipated outcome of this SAP has been met -- an increase in enrollment (22.5%). Adriana Currie continues to involve Martha Payan in matters of marketing and community outreach for the Interior Design Technology department.

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

- **NA – Additional funds were not requested.**

6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information from you. Please keep in mind that the Committee's endorsement does not guarantee additional funding. The President's Advisory Council and Faculty Allocation Committee play major roles in allocating funds and new faculty hires.

Please number each of your plans. This will help keep track of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the College mission, vision, goals, or objectives.
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

Strategic Action Plan #1: Acquire one additional full-time instructor.

Course success for interior design is 71% - 72%; course completion is between 80% and 86%. Although this is still higher than for all other programs, there is room for improvement. Pulling from the statement given previously in 3.4, success rates and completion rates might improve if there was an additional full-time faculty available to perform the following tasks:

- For office hours to respond to student concerns; to address indications that certain students are slipping and possibly prevent them from having to drop or fail a course.
- To help analyze the complex set of data that may identify deficiencies in the program that contribute to less than optimum student success and to implement changes.
- To develop surveys that help determine how enrollment might be increased across the various courses.
- To assist in updating curriculum which should be an on-going exercise, not a last-minute attempt to get changes pushed through.

Having time to spend with students in helping them achieve their goals should not be a luxury, but a matter of course.

- Per Goal #1 of Fullerton College to promote student success -- An additional full-time faculty would provide much needed time to address the needs of under-prepared students, which in turn would increase course retention and success, and increase the number of degrees and certificates awarded.
- Per Goal #2- One additional full-time faculty would provide time for more engagement with Latinx students whose course completion rate is 7% lower than white students.
- Per Goal #3 – An additional full-time faculty will allow the time to strengthen connections with the community by visiting businesses to make them aware of our Interior Design program and

how it might benefit them; and by participating in career fairs where students, very often, first learn about interior design education and careers.

The benefit of having one additional full-time instructor will be measured in an increase in course completion and course success for Latinx students.

6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

- Based on my findings given in Section 5.2, I would like to see the interior design students learn the software programs of AutoCAD and Revit from interior design instructors, rather than having them learn this in the Architecture Dept. I have not determined if these should remain two separate courses or if they could be combined into a single 16-week course where both software programs would be taught. I believe having these courses under the Interior Design Technology Dept. will significantly benefit our students by providing course content that is more relevant to the work of interior design. This, of course, begins with submitting course proposals to the Curriculum Committee.

- There are more students interested in pursuing a career in commercial interior design vs. residential interior design, than in the past. Commercial design companies typically want graduates with a B.A. in interior design or a major that compliments interior design. There is only one local public institution that offers a B.A. degree – Cal State University, Long Beach; however, articulating with their program has been extremely problematic. I need to investigate what 4-year institutions (aside from the very pricey private colleges) would be interested in working with our students who wish to pursue a B.A. degree, via distance education.

Strategic Plan #2: Increase Course Success for all ethnicity groups in the IDES 100 Fundamentals of Interior Design course.

- IDES 100 is a foundational course. I will develop and implement a plan to try and develop a more personal relationship with students in this course. Until a full time faculty is hired, adjunct faculty will be asked to participate in this plan.

7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.
2. If you find an inaccurate publication, please explain how you will make corrections.
3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the District's social media guidelines?
4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

The Interior Design Technology Dept. has an FCC website publication which is current but could use some re-designing for clarification. I have communicated with Martha Payan regarding this.

https://www.fullcoll.edu/search_gcse/?q=interior+design

The Interior Design Technology Dept. does not maintain a social media presence; however, there is a group of students that designed and manage a website in association with the International Interior Design Association (IIDA). Their group is called *IIDA Creative Design Space*. It serves to bring interior design students together both online and in-person to experience, as they say, "all the benefits of national exposure and regional resources onto our Fullerton College campus." Fullerton College part-time faculty serve as advisors. Through IIDA, students have access to an international network of interior designers and industry professionals that volunteer their time and share their expertise with students, thus helping prepare them for the workforce.

IIDA Creative Design Space

Managed by Creative Design Space

<https://creativedesignspaceiidafc.com/member-portfolios/>

Instagram – Creative Design Space

Managed by Creative Design Space

<https://www.instagram.com/creativedesignspaceiidafc/>

Technology & Engineering Division publishes a leaflet for all its departments, including Interior Design. The leaflet is printed every semester with the current semester's schedule of classes for the particular department. These leaflets are distributed in the classroom, in acrylic display cases found in corridors, in the division office, and are handed out at events such as high school career fairs.

(See Appendix C-4)

Format notes

Cover Page: standardize for each self-study, with signatures

Executive Summary: on a separate page, all by itself, for ease of processing.

Main body of the report

Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

Appendix C: Other data

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.

APPENDIX C-1

**Enrollments (Seat Count) by Course for:
Interior Design**

Course	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
IDES 100 F	83	93	92	102	115
IDES 105 F	32	27	25	44	27
IDES 110 F	32	22	33	40	17
IDES 120 F	11	15	15		
IDES 130 F	17	13	21	22	20
IDES 150 F	16	17	11	21	42
IDES 170 F	14	18	15	14	14
IDES 175 F					19
IDES 180 F	19	17	19	26	27
IDES 190 F	15	19	9	16	41
IDES 200 F	28	23	24	16	16
IDES 210 F	26	33	24	35	34
IDES 215 F	19	8	11	7	9
IDES 220 F				22	19
IDES 225 F				7	4
IDES 230 F	18	17		16	14
IDES 240 F	12	13	9	13	1
IDES 265 F		1	1		
Grand Total	342	336	309	401	419

APPENDIX C-2

Enrollments in Interior Design Compared to All Other Programs: AY 20/21		
% Degree Transfer	All Other Programs	77%
	This Program	58%
% Certificate	All Other Programs	3%
	This Program	11%
% Career Dev.	All Other Programs	6%
	This Program	14%
% Special Admit	All Other Programs	3%
	This Program	0%
% Age: Under 20	All Other Programs	33%
	This Program	11%
% Age: 20 - 24	All Other Programs	42%
	This Program	41%
% Age: 25+	All Other Programs	26%
	This Program	47%
% Majors	All Other Programs	20%
	This Program	62%
% 3+ Program Courses / Year	All Other Programs	7%
	This Program	33%
% Special Admit Last Year	All Other Programs	7%
	This Program	9%
% 24+ Unit Attempts This Year	All Other Programs	22%
	This Program	28%
% College Grad	All Other Programs	7%
	This Program	25%
% DSS	All Other Programs	6%
	This Program	5%
% Foster Youth	All Other Programs	1%
	This Program	0%
% LGBT	All Other Programs	9%
	This Program	12%
% Low-Income	All Other Programs	74%
	This Program	76%
% Veteran	All Other Programs	2%
	This Program	1%

APPENDIX C-3

Overall by Demographic Category for Department: Tech & Engineering Div. » Interior Design Technology Dept.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Gender	0	0.00%	0	0.00%	395	91.01%	0	0.00%	39	8.99%
Economically Disadvantaged Status	0	0.00%	0	0.00%	395	91.01%	0	0.00%	39	8.99%
Ethnicity	0	0.00%	0	0.00%	395	91.44%	0	0.00%	37	8.56%
Foster Youth Status	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Veteran Status	0	0.00%	0	0.00%	8	100.00%	0	0.00%	0	0.00%
Age Range	0	0.00%	0	0.00%	395	91.01%	0	0.00%	39	8.99%
Age	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Overall by Demographic Element for Demographic Category: Age Range

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
17 and Younger	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
18-19	0	0.00%	0	0.00%	32	74.42%	0	0.00%	11	25.58%
20-24	0	0.00%	0	0.00%	151	88.82%	0	0.00%	19	11.18%
25-29	0	0.00%	0	0.00%	59	92.19%	0	0.00%	5	7.81%
30-34	0	0.00%	0	0.00%	27	100.00%	0	0.00%	0	0.00%
35-39	0	0.00%	0	0.00%	35	100.00%	0	0.00%	0	0.00%
40-49	0	0.00%	0	0.00%	52	96.30%	0	0.00%	2	3.70%
50+	0	0.00%	0	0.00%	39	95.12%	0	0.00%	2	4.88%
Unknown	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

APPENDIX C-4

INTERIOR DESIGN

PROGRAM INFORMATION

The Interior Design Department at Fullerton College is committed to preparing men and women for employment in the Interior Design Industry. The faculty are trained and credentialed educators who have worked in the industry and maintain professional affiliations. The faculty is committed to providing a quality education and to help students achieve their goals.

INTERIOR DESIGN

The Interior Design Program offers a wide variety of classes which combine broad cultural aspects, specialized technical skills and practical content specific to the profession. The course work is structured so students are exposed to design concepts while being free to explore their own creativity. The program offers courses leading to a specialization in the areas of Residential and Commercial Design which prepares students to enter the design field with jobs as design assistant, kitchen consultant, lighting consultant, sales representative, color consultant, space planner, and furniture showroom consultant.

CAREER OPPORTUNITIES

The program provides students with an understanding of the industry requirements for employment in the Interior Design profession and helps them acquire entry-level job skills. In addition to a strong theory based education there is an emphasis on hands-on experiences.

The North Orange County Community College District, in compliance with all applicable Federal and State laws, does not discriminate on the basis of race, color, national origin, ancestry, marital status, age, religion, disability, sex, or sexual orientation in any of its policies, procedures, or practices. The District also committed to an outstanding campus that are free of harassment, drugs and alcohol. A copy of the District's full policy on non-discrimination, sexual harassment, sexual assault treatment and counseling, and maintenance of a drug-free environment is available in the District's Human Resources Office.

North Orange County Community College District
Board of Trustees:
Ryan Bent, Stephen T. Beard, Jeffrey D. Brown, Barbara Dornhauff,
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Christy Marshall, Ed.D., Chancellor
Greg Schulz, Ed.D., President, Fullerton College

FULLERTON COLLEGE
321 E. Chapman Ave.
Fullerton, CA 92832-2095
(714) 992-7051
<http://www.fullcoll.edu>

Revised 9/19/19

INTERIOR DESIGN DEPARTMENT



A Place to Discover Yourself,
A Place to Grow

Fullerton College can provide you with the education you'll need to succeed both personally and professionally in today's complex society.

Whether you are interested in college transfer or vocational training, in gaining new skills or upgrading current ones - whatever your need, at Fullerton College you will have the opportunity to prepare for tomorrow's world, for life!

INTERIOR DESIGN

FULLERTON COLLEGE INTERIOR DESIGN

Fall 2021 Schedule

(CLASSES BEGIN, August 23, 2021)

	<u>Class</u>	<u>CRN #</u>	<u>Time</u>	<u>Days</u>
100	Fundamentals of Interior Design	10965	6:30-9:40p	Th
100	Fundamentals of Interior Design	10967	Online	—
100	Fundamentals of Interior Design	10966	Online	—
105	Interior Design Studio I	14964	9:00-1:15p	F
105	Interior Design Studio I	14963	5:30-9:45p	W
110	Beginning Drafting for Interior Design	14965	10:00-12:20p	T,Th
130	Applied Color and Design Theory	10970	2:00-5:10p	T,Th
180	History of Interior Architecture I	13354	Online	—
200	Interior Illustration I	14966	5:30-9:45p	W
210	Fundamentals of Lighting	10971	6:30-9:40p	T
220	Interior Design Building Codes	12661	9:00-1:10p	M
225	Interior Illustration II	14967	5:30-9:45p	W
230	Business and Professional Practice	12601	6:00-9:10p	M
240	Interior Design Internship	14968	6:00-7:10p	Th

For Admission/Registration information, call (714) 905-5162. For information regarding classes, call (714) 992-7596. 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. 6/12/20

Program Review Comprehensive Self-Study

Strategic Action Plans Template

Please fill out this table for each of your Strategic Action Plans.

Strategic Action Plan (SAP) #1: Interior Design Technology

Describe Strategic Action Plan.	Hire one full time faculty
List College goal/objective the plan meets.	Promote student success Strengthen our contacts with Alumni Strengthen partnerships with high schools and universities. Strengthen partnerships with local business and industry. Increase engagement of the college with the community through college events, community service and other partnerships.
Describe the SAP. Include persons responsible and timeframe.	Hire one full time faculty in 2023. Person responsible – Ken Starkman, Dean of Technology & Engineering
What Measurable Outcome do you anticipate for this SAP?	Increase in student retention Increase in student course completion Increase in student course success Increase in certificates issues Increase in students transferring to 4-year institution.
What specific aspects of this SAP can you accomplish without additional financial resources?	If the information is available, I may be able to show an increase in certificates issued by finding the students who qualify for the basic Interior Design Assistant Certificate but have not applied for it.

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		HR/District Funding
Facilities		
Equipment		

Supplies		
Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount		

Program Review Comprehensive Self-Study

Strategic Action Plans Template

Please fill out this table for each of your Strategic Action Plans.

Strategic Action Plan (SAP) # 2: Interior Design Technology

Describe Strategic Action Plan.	Increase Course Success for all ethnicity groups in the IDES 100 Fundamentals of Interior Design course.
List College goal/objective the plan meets.	Promote student success. Reduce the achievement gap for Hispanic students .
Describe the SAP. Include persons responsible and timeframe.	Develop and implement a plan to foster a more supportive relationship between students and the instructors in the IDES 100 courses. Persons responsible: The Dept. Coordinator – Adriana Currie and the Instructors of the IDES 100 courses. Timeframe to measure results: Four semesters, ending in Fall 2023.
What Measurable Outcome do you anticipate for this SAP?	Increase in student retention Increase in student course success
What specific aspects of this SAP can you accomplish without additional financial resources?	I am hoping that this can be accomplished without 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		

