



PROGRAM REVIEW

Interior Design and Architecture

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INTERIOR DESIGN AND ARCHITECTURE

CAÑADA COLLEGE COMPREHENSIVE PROGRAM REVIEW EXECUTIVE SUMMARY (2 page maximum)

Short Summary of Findings

Type your summary here:

The Interior Design program is designed to meet students' career goals, to provide employment skills for entry-level Interior Design personnel, to provide lower division college course work that will transfer to a four-year program leading to a Bachelor's degree, and to provide continuing educational opportunities for the practicing Interior Design professional. There are a wide variety of job opportunities for Interior Designers in the San Francisco Bay area and California. Cañada's Interior Design Department is well known through out California and is a respected leader in career education and works toward meeting the interior design industry needs for well-trained employees.

A major focus of the Program is to train students in the skills needed to be successful in the industry while staying abreast of the changes that occur. The curriculum incorporates the skills demanded in the work place today. The course work ensures that students will become interior design professionals who are qualified in 1) design development, programming and space planning, 2) fabric and materials selection, 3) color selection, 4) drafting floor plans, elevations and other necessary drawings of interior spaces, and 5) selecting and specification of appropriate furnishings. Through the Professional Practices and Marketing and Salesmanship for Interior Designers, business and marketing skills are developed and students write business and marketing plans.

The data included in this report documents an outstanding record of WSCH (weekly student contact hours); FTES (fulltime equivalent students); Retention (percentage of total enrollments), and Success (Percentage of Satisfactory Grades). The Interior Design Department's load has increased overall since 2001.

The FTE (full-time faculty equivalent) varies by year, depending on how many adjunct faculty members are employed. There is only one full time instructor currently during the 2006-2007 academic year and there are twelve adjunct faculty members. There is a strong need for another full-time instructor in the department to assist with recruitment and retention, classroom instruction, mentoring students, revising and updating curriculum and certificates, advising an extremely active and important Student ASID Chapter, and liaison activities with NKBA as one of their Endorsed College Programs.

The Interior Design Program facilities (classrooms 13-13 and 13-17) were renovated in the summer of 2004; 13-17 was made into a Smart Classroom in 2006. They provide a more professional and creative work environment for students, as well as for public presentations. The well-equipped classroom facilities allow excellent training to prepare students for the job market or for transferring to a four year university.

Three Strengths of the Program

1. The variety of comprehensive course offerings that prepare students for jobs in the interior design industry today. The four certificates based on this updated curriculum, including the endorsement of the Kitchen and Bath Certificate by NKBA (National Kitchen and Bath Association).
2. The student success and retention – this has led to growth in enrollment.
3. Excellent team of teachers with individual diverse strengths who work together for the students.

Three Suggestions for Improvement

1. More students need to complete certificates and degrees, as well as transfer to a four year program leading to a Bachelor's degree. Encourage students to continue with their education on a part-time basis while being employed in the industry.
2. Some students do not have essential basic skills needed for specific classes – more preparation and closer attention to prerequisites and/or equivalencies are mandatory.
3. Addition of Auto CAD, the Interior Design Industry Standard and 20-20, the Kitchen and Bath industry standard computer programs.

**CAÑADA COLLEGE
BI-ANNUAL STATE OF THE DEPARTMENT
DATA COLLECTION DOCUMENT**

Program Name: INTERIOR DESIGN DEPARTMENT

I. Program goals and objectives:

- A. Hire one additional full-time Instructor as enrollment and course offerings have increased.
- B. Continue to maintain and increase enrollment and the number of students completing certificates and degrees. Involve all faculty members in the promotion and completion of Certificates and Degrees offered through the Interior Design Department. The Department Coordinator will maintain a file of students declaring Interior Design as a major and track student progress. Graduates of the program will be invited back to discuss the value of program completion.
- C. Strengthen community outreach and community awareness of the program.
- D. Offer at least one section of each of the Core Certificate/AS degree courses each semester and other certificate courses at least once a year.
- E. Work closely with the CSU's that have Interior Design Programs (San Francisco, Sacramento, San Jose, and Fresno in particular), develop articulation as appropriate, as these are all currently declared impacted programs.
- F. Continue to review and update current courses and certificates to reflect changing needs in the industry.
- G. Implement Auto CAD (the interior design/architecture industry standard) and 20-20 computer program (Kitchen and Bath industry standard).

II. Departmental Student Learning Outcomes:

Upon Successful completion of an Interior Design Certificate, the student will be able to:

Design an appropriate interior space plan and furnishings arrangement for a client based on their needs

Draft floor plans, elevations, and other necessary drawings of interior spaces

Select and specify appropriate furnishings and materials for an interior space, based on client needs

Select and specify appropriate colors based on client needs

Apply principles and elements of design when designing a space for a client

Apply the progression of style from both a historical and cultural context to interior spaces and the selection of furnishings styles.

III. Curricular offerings:

A. New, deleted, “banked” and “unbanked” in the past two years (check all that apply)

Course Prefix	Course Number	Course Title	NEW	Delete	Bank	Unbank	General Education	IGETC	AA/AS	Basic Skills	Workforce
INTD	129	Presentation Techniques II (replaces INTD 146)	X								X
INTD	146	Interior Design Graphics			X						
INTD	148	Color for Interior				X					X
ART	148	Color for Interiors			X						
INTD	320	Asian Art for Interiors: China and Korea				X	X				X
INTD	321	Asian Art for Interiors: Japan and Southeast Asia				X	X				X
INTD	322	Asian Art for Interiors: Japan, India, and the Philippines				X	X				X
INTD	400	Green/Sustainable Design Concepts	X								X
INTD	699	Supervised Learning Lab		X							X

B. All current offerings except those previously identified in section A (check all that apply; attach a separate table as necessary)

Course Prefix	Course Number	Course Title	General Education	IGETC	AS/AA	Basic Skills	Workforce	Date of last revision
ARCH	110	Basic Architectural Drawing					X	2006
INTD	115	Introduction to Interior Design	X				X	2004
INTD	126	Critical Thinking for Interior Designers					X	2006
INTD	128	Presentation Techniques I					X	2006
INTD	130	Beginning Space Planning					X	2006
INTD	147	Advanced Space Planning					X	2006
INTD	150	History of Interiors	X				X	2001
INTD	250	Professional Practices					X	2005
INTD	260	Overview of Lighting Design					X	2005
INTD	270	Kitchen Design					X	2006
INTD	271	Bath Design					X	2006
INTD	276	Advanced Kitchen and Bath Design					X	2006
INTD	278	Marketing and Salesmanship for Interior Design					X	2005
INTD	340	Furniture Casework and Interior Detailing					X	
INTD	350	Commercial Design I					X	1995
INTD	356	Residential and Commercial Construction					X	2005
INTD	362	Computer-Assisted Drafting for Interior Designers – Architectural Drawings					X	2006
INTD	363	Computer-Assisted Drafting for Interior Designers – Interior Design Drawings					X	2006

INTD	370	Construction Estimating and Renovation					X	
INTD	450	Materials and Finishes					X	2006
INTD	464	Codes: Fires, Safety, and Barrier-Free Design					X	1996
INTD	672	Cooperative Education Internship					X	

C. Recommended areas of curricular need based on current offerings (check all that apply; attach a separate table as necessary)

Brief Description of Course Proposed	General Ed	IGETC	AS/AA	Basic Skills	Workforce
Unbank INTD 360 - Auto CAD for Interior Design – the industry standard for interior design and a requirement for many entry level jobs and update					X
Unbank INTD 365 – CAD for Kitchen and Bath Design – the standard for the kitchen and bath industry and a requirement for many entry level jobs and update					X
Add a course in Universal Design, specifically for residential interiors, as this will enhance the interior design course offerings					X

IV – A. Enrollment data: Interior Design

A. Weekly Student Contact Hours – WSCH /FTES

Report the 2 previous Fall semesters with the most recent on the right.

Year	2005	2006
WSCH	1615	1451
FTES	53.83	48.37

B. Full time equivalent faculty count FTE and WSCH/FTE – LOAD

Report the 2 previous Fall semesters with the most recent on the right.

Year	2005	2006
FTE	3.39	3.39
LOAD	476	428

C. Retention and Success (If applicable) Report data on program retention and success rate for the past 2 Fall semesters with the most recent on the right.

Year	2005	2006
Retention	78.1%	90.8%
Success	73.0%	83.3%

D. Certificate, degree, and transfer status (If applicable) Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.

Year	2005	2006
Certificates	50	49
Degrees	14	17
Transfer	No way to track	No way to track

IV – B. Enrollment data: Architecture

A. Weekly Student Contact Hours – WSCH /FTES

Report the 2 previous Fall semesters with the most recent on the right.

Year	2005	2006
WSCH	202	192
FTES	6.73	6.40

B. Full time equivalent faculty count FTE and WSCH/FTE – LOAD

Report the 2 previous Fall semesters with the most recent on the right.

Year	2005	2006
FTE	0.40	0.40
LOAD	505	480

C. Retention and Success (If applicable) Report data on program retention and success rate for the past 2 Fall semesters with the most recent on the right.

Year	2005	2006
Retention	83.1%	84.7%
Success	70.8%	74.6%

D. Certificate, degree, and transfer status (If applicable) Report data on certificate, degree, and transfer status for the past 2 years with the most recent on the right.

Not applicable to the Architecture program.

E. Please comment on any trends that you see in the programs WSCH, FTES, LOAD, success and retention rates. Include factors that affect the rates and how college services are used to provide multiple avenues for student success. Include an indication of the other goals that your students have in taking your courses and how they may be meeting multiple educational goals i.e., job out, promotion, retraining etc.

The data included in this report documents an outstanding record in WSCH (weekly student contact hours), FTES (fulltime equivalent students), Retention (percentage of total enrollments) and Success (Percentage of Satisfactory Grades). The Interior Design Department's Load has increased overall since 2001. While retention and success took a dip in 2005 from previous years, it seems to have been momentary, and the interior design faculty members are working hard to improve this.

It is imperative that another full-time instructor is hired in the department to continue with the recruitment and retention of students, assist with community and professional outreach, classroom instruction, advising students and the extremely active and important Student ASID chapter whose activities are a vital support of the program and department as well as activities associated with being an NKBA (National Kitchen and Bath Association) Endorsed College Program for Kitchen and Bath Design.

The Interior Design Department has an articulation agreement with SFSU (San Francisco State University), with many students completing needed lower division courses at Cañada College as well as more and more students are transferring to continue their studies towards a Bachelor's

degree. Since 2000, a full-time faculty member from the SFSU Interior Design faculty has sat on the Cañada Interior Design Advisory Board, and has become an adjunct faculty member here at Cañada, an important liaison between the two colleges.

After completing the Interior Design courses, students obtain employment in all areas of the interior design industry. Some students go into business for themselves as small business owners, while others go on and work for other interior designers, design firms, showrooms, both wholesale and retail. Some go on to further their interior design studies at a four year institution, occasionally returning to become an adjunct faculty member at Cañada. All interiors students have the opportunity to enroll in an internship during their studies here at the College. A percentage of students return for retraining/updating in a specific area to enhance their skills and to further their knowledge.

V. Faculty and staff hiring recommendations:

A. List full-time faculty requests and attach formal justification

Position	Areas of expertise needed
<p>Additional full time faculty position</p> <p>a. Currently, the Interior Design Department consists of one full-time faculty position, which includes serving as the department coordinator, and 11-12 adjunct faculty members, depending on the course offerings each semester. There is a strong need for two full-time faculty members within the department. For the past two years, the department has put in a request for the hiring of one additional full-time Interior Design Instructor, which has not yet been selected to be filled. The department will continue to do so. This is vital to the continued success of the program.</p> <p>b. With projected faculty retirements (both full-time and especially adjunct) during the next six years, there will be no full-time faculty members with experience within the Department if the additional full time faculty member is not hired. The Department cannot operate or survive without the full-time faculty member coordinating the program, continuing to market and up-date the program, and maintaining the department facilities. Two of the current adjunct faculty members have each been teaching at Cañada for more than 30 years, another 2, more than 15 (one of whom is retiring the end of Spring 2007). These valued employees have brought history and continuity to the program, and been invaluable to the continued and recent</p>	<p>Extensive Interior Design experience is needed with a wide variety of skills, expertise, and previous teaching experience is desirable.</p> <p>Knowledge of the Interior Design Department, scheduling experience and supervision skill are required.</p>

<p>success. It is important to have a transition period so the new faculty member understands their extensive role over and above teaching.</p> <p>c. There will continue to be a need for various adjunct faculty members teaching the many specializations of Interior Design.</p>	Interior Design specializations
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B. List adjunct faculty requests and attach formal justification

Position	Areas of expertise needed
Adjunct faculty	Specialization within the Interior Design discipline

C. List staff requests and attach formal justification

Position	Areas of expertise needed
Not at this time	

D. List professional development needs:

It is critical that funding for registration, food, and travel is available for all faculty members to continue to participate in workshops, conferences, and mandatory meetings, in order to stay current in their particular discipline. It is imperative that the faculty members attend specific workshops, conferences, and classes to gain updated skills a minimum of once per year. The program coordinator/full-time faculty needs to attend either IDEC (Interior Design Educator's Council) Conference or KBIS/NKBA (Kitchen and Bath Industry Show in conjunction with NKBA) each year.

VI. Equipment and facilities recommendations:

A. List equipment, technology, materials needed in the coming year:

Item	Cost per unit
The quality and accessibility of the facilities is excellent. Both Interior Design Department classrooms were updated and renovated in the summer of 2004. Classroom 13-17 was made a smart classroom in the summer of 2006 which has greatly enhanced instruction in that space. Classroom 13-13 also needs to be made into a smart classroom space, which can be done by re-orienting the arrangement 180 degrees. There needs to be a line item budget in Fund 1 for pre-existing equipment (i.e. drafting tables and chairs, A/V) maintenance, upkeep and repair,	\$1,000

As an NKBA Endorsed College Program for Kitchen and Bath, there is a yearly fee (\$600). In addition, every three years, the program needs to be re-endorsed and this fee is currently \$175. This Endorsement is an important part of the Interior Design program and a niche.

\$600/year, plus \$175 every 3 years

B. List facilities needs:

New	Maintenance
<p>Replace existing storage units in 13-13 and 13-17 that are beneath the windows with more efficient units. Also replace existing storage in the resource room between 13-13 and 13-17 as well as in the faculty storeroom. These are not adequate or efficient for current materials and needs.</p>	

CAÑADA COLLEGE

COMPREHENSIVE PROGRAM REVIEW SELF-STUDY DOCUMENT

In preparing this Program Review, keep the college mission in mind as a reminder that Program Review is to ensure that all programs are aligned with the institutional mission.

Cañada College's Mission: It is the mission of Cañada College to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success. Cañada College accepts responsibility for serving the community's diverse needs for lifelong enrichment and highly values close teacher to student teaching and learning relationships, support services and a co-curricular environment that contributes to personal growth and success for students.

PROGRAM NAME: INTERIOR DESIGN AND ARCHITECTURE

PART A: Overview of Program

- 1. If the program has completed a previous self-study, evaluate the progress made toward previous goals.**

The Interior Design Department sets goals for each academic year and the main goal always includes updating curriculum by reviewing the current curriculum on file, developing new courses, and updating existing course content to reflect changes in the industry. Since the past self study, two new certificates have been developed, one of which combines the separate Residential Design Certificate and Commercial Design Certificate into one, the Residential and Commercial Design Certificate, since students often do both types of design and need to be prepared for both and the Green/Sustainable Design Certificate, the first California Community College to do so. Only a handful of courses have not had major revisions since the previous self-study (1998), and are in the process of being reviewed and updated within the next year. A new course has been added, Green/Sustainable Design Concepts, to support the new Green/Sustainable Design Certificate. Annie Cronin, who specializes in Green Design was hired as adjunct faculty to develop and teach this course.

The most recent (1998) self-study recommended the hiring of a full-time faculty member/program coordinator. This was accomplished in 2002 and has helped with recruitment and retention of students, provide continuity, growth, and updating of the Interior Design Department. Today, the department is visible and thriving as a result; however, an additional full-time faculty person is needed to maintain and continue the growth, continuity, and updating of the program.

An on-going goal for the Interior Design Department is to increase enrollment and retention. Recruitment, publicity, and marketing efforts have led to considerable

progress toward this goal. Each year, we participate in career days, both on campus and at local high schools. The use of the department website as well as the links from the professional organizations, NKBA (National Kitchen and Bath Association) and ASID (American Society of Interior Designers) have been helpful. We were also fortunate to have local press publicity about the program in local and regional newspapers, including the San Francisco Chronicle, San Mateo Times, and Palo Alto Weekly. The department brochure was updated in the fall of 2006, a much needed update. An information handbook for students was developed in 2003, providing students with information about the Interior Design program, certificates and degrees, professional information, and answers to frequently asked questions. It is updated each fall, and has helped tremendously with the advising, retention, and completion in the program.

During the school year, the department works with many Bay Area designers and firms who either sit on the advisory board or provide guest speakers, internships, or locations for field trips. This continued close contact with companies and organizations in the local Interior and Kitchen and Bath design industry assures that the program stays up to date with changes in the field and keeps the program visible to both industry and the public. As this network with the industry continues to strengthen and grow, there are more partnerships with potential employers; students are more assured of jobs upon completing their degree and/or certificates. New advisory board members are selected from the ever changing businesses in the community.

Flexible course scheduling is continuously used to meet the needs of the ever changing population. As much as possible, classes are offered at different times each semester. The program coordinator is visible in each class, generally twice each semester, welcoming students and updating students with relevant information. The advisor also advises students by phone, e mail, personal office appointments, and in-class discussions. This one-to-one advising is an important method of assisting individuals with their career goals. The department values the close relationships that result through the various courses and contacts.

The department participated in Kindercañada for each of the years that it was held at Cañada as well as the Arts and Olive Festival and will continue to participate in upcoming events. In the fall of 2006, a Designer Sale was held as part of the Arts and Olive Festival and was a success, both financially for the Student ASID chapter and the Dr. Genevieve Cory Interior Design Scholarship, but also brought good publicity and visibility for the college and the department.

The coordinator regularly attends national and regional conferences of a variety of design organizations. For the past few years, these have included IDEC (Interior Design Educators Council) in Austin, TX, Scottsdale, AZ, Chicago, IL, San Diego, Calgary, Alberta, Cañada, Clearwater, FL; regionally in Sacramento, San Diego, and San Francisco; ASID (American Society of Interior Designers) in San Francisco and New Orleans; IFDA (International Furnishings and Design Association) in Scottsdale, AZ, High Point, NC, and Boston. Along with several adjunct faculty members, the coordinator, Nancy Wolford, has been involved with the Interior Design Student Career Forum in San Francisco, as a co-chair, board member, and

presenter. Sharon Kasser and Mary Jo Camp, adjunct faculty, regular present at these and other conferences, with Martha Miller Girdlestone also assisting in the planning and volunteering at this event. This provides positive exposure for the program.

2. State the goals and focus of this program and explain how the program contributes to the mission, comprehensive academic offerings, and priorities of the College and District.

- Hire one additional full-time Instructor as enrollment and course offerings have increased.
- Continue to maintain and increase enrollment and the number of students completing certificates and degrees. Involve all faculty members in the promotion and completion of Certificates and Degrees offered through the Interior Design Department. The Department Coordinator will maintain a file of students declaring Interior Design as a major and track student progress. Graduates of the program will be invited back to discuss the value of program completion.
- Strengthen community outreach and community awareness of the program.
- Offer at least one section of each of the Core Certificate/AS degree courses each semester and other certificate courses at least once a year.
- Work closely with the CSU's that have Interior Design Programs (San Francisco, Sacramento, and Fresno in particular), develop articulation as appropriate, as these are all currently declared impacted programs.
- Continue to review and update current courses and certificates.
- Implement Auto CAD (the design/architecture industry standard) and 20-20 computer program (Kitchen and Bath industry standard).

Contribution to the Mission of the College and the District

The mission of Cañada College is to ensure that students from diverse backgrounds achieve their educational goals by providing quality instruction in transfer and general education courses, professional/technical programs, basic skills and activities that foster students' personal development and academic success.

The Interior Design program contributes to the mission of the College and District by:

- A. Providing up-to-date quality instruction for student success as shown by high success and retention rates.
- B. Offering lower division course work leading to Certificates and/or Associate of Science Degree, and Transfer elective courses to enable students to transfer to the California State University system or other four year private institutions.

- C. Providing occupational education and training directed toward industry standards for first time students, special admit students, continuing students, returning students, as well as individuals who need to update their knowledge and skills for their own business and/or personal use.
- D. Recruiting students from all ethnic, age, and economic groups, celebrating the communities' rich cultural diversity.

3. If the student population has changed, state how the program is addressing these changes. Document the demographic trends.

The 2006 institutional research data produced by the college researcher indicate the changing interior design student demographics as follows:

- a. Gender make-up: From ~ 95% female and 5% male in 2003 to ~88% female and 12% male in 2006
- b. Ethnicity:
 - i. From ~ 73% white in 2003 to ~64% in 2006
 - ii. From ~ 8% Hispanic in 2003 to ~11% in 2006
 - iii. From ~ 8% Asian in 2003 to ~ 12% in 2006
 - iv. (Other groups did not significantly change)
- c. ESL/language diversity – anywhere from 2 -6 sometimes more languages other than English as the first language of students is common in a typical Interior Design class of 20-30 students (anecdotal).

The department is addressing this by having more open lab time, the Independent Supervised Learning Lab each week provides students needing one-on-one assistance outside of class specific assistance from a qualified instructor. This course is very important for this type of department with studio oriented projects and more hours per week should be devoted to such a class. Most faculty are available to assist students as necessary both before and after the regular class time, the program coordinator is available for assistance when she is in her office.

4. If the program utilizes advisory boards and/or professional organizations, describe their roles.

The Interior Design Advisory Board is a very active board, and always has a high attendance at all meetings. The members meet twice per year to discuss and gather input on changes in industry, internship possibilities, curriculum (review, update, expand), etc. The advisory board provides valuable recommendations and assistance in the assessment, development, and implementation of educational curricula for the department. They are often guest speakers, become adjunct faculty members, and suggest and lead activities that support the department, such as the Designer Sale at the Arts and Olive Festival in fall 2006 to raise money for the Dr. Genevieve Cory Interior Design Scholarship and the Student ASID Chapter.

Two professional organizations are also important to the Interior Design Program. These are NKBA (National Kitchen and Bath Association) and ASID (American Society of Interior Designers). The Cañada College Kitchen and Bath Design Program is an

NKBA Endorsed College Program, and through their marketing and publicity avenues, there are links to and support for the Cañada program. Assistance with such things instructional materials, scholarships, and design competitions, often available to only NKBA Endorsed College Programs, is also provided. The local professional chapter of NKBA is also very supportive of the Cañada program and is always willing and available to provide assistance. ASID and the local professional chapter also provide assistance and opportunities for student with scholarships, design competitions, internships and networking with professionals, provide reduced fees for students at many of their events and programs as well as support the local student chapter.

PART B: Curriculum

- 1. Describe how the courses offered in the program meet the needs of the students and the relevant discipline(s). (This may be answered through narrative or quantitative evaluation).**

There is a wide variety of Interior Design courses offered through Cañada College that are available for all age groups, demographics, and ethnicities in order for the students to meet the requirements for a specific certificate and/or A.S. degree to ascertain employment. The curriculum is reviewed each year by both faculty members and members of the Advisory Board to ensure the students will have the necessary skills that are required for the job market. Two years ago, the Green/Sustainable Design Certificate was added and in the next year, the addition of a semester length AutoCAD course for interior designers, and 20-20 CAD course for Kitchen and Bath designers will be added, based on these recommendations. Also in the development stage is a course in Universal Design for Residential Interiors to meet the design demand of the growing number of aging baby boomers.

- 2. State how the program has remained current in the discipline(s).**

The Interior Design program has remained current by faculty and staff reviewing their individual course outlines and related material on a consistent basis. Every year, departmental members make a list of supplies and equipment needed and then through either Divisional resources, Department funds from donations, or Student ASID funds, the Department is able to keep current with the latest supplies and technology needed in the classroom. Over the years, the Department has also received financial assistance from instructional equipment and Prop 20 dollars.

Also, the faculty members attend conferences and workshops to keep abreast of the latest information to keep the curriculum current.

- 3. All course outlines in this program should be reviewed and, if appropriate, revised every six years. If this has not occurred, please list the courses and present a plan for completing the process.**

In the past six years, all but a few courses have been reviewed and updated. The remainder will be sent forward to the Curriculum Committee by the end of the spring 2007 semester.

4. If external accreditation or certification is required, please state the certifying agency and status of the program.

The Kitchen and Bath Certificate Program is endorsed by the National Kitchen and Bath Association, and has been since 1988. The certificate was re-endorsed for a three year period at the end of 2005 and is currently in good standing.

5. Describe how your program is articulated with similar departments within SMCCD, the Sequoia High School District and/or other four year institutions. (Include articulation agreements, common course numbering etc.)

The Architecture class is connected to Aragon High School in the San Mateo Union High School District through the Tech Prep program. Unfortunately, the high schools in the Sequoia Union High School District do not offer architecture nor Interior Design related classes.

There are no other Interior Design programs in any higher education school in the San Mateo County Community College District or San Mateo County at the present time.

The Interior Design Department is articulated with the SFSU (San Francisco State University) Interior Design Program. One of their current faculty members sits on the Cañada Interior Design Advisory Committee as well as serving as an adjunct faculty member at Cañada. While exact figures are not available, there are an increasing number of students who transfer to SFSU to continue their studies towards the Bachelor's degree, as well as SFSU students who come to Cañada to complete some of their lower division required courses.

6. Discuss plans for future curricular development and/or program modification.

The faculty will continue to update and refine current courses, expand the Green/Sustainable Design program as well as initiating course offerings and possibly a certificate in Universal Design for Residential Interiors to meet the growing need and demand for this type of design for the aging population during the 2007-2008 academic year.

PART C: Student Outcomes

1. Department Student Learning Outcomes:

Upon Successful completion of an Interior Design Certificate, the student will be able to:

Design an appropriate interior space plan and arrangement for a client based on their needs

Draft floor plans, elevations, and other necessary drawings of interior spaces

Select and specify appropriate furnishings and materials for an interior space, based on client needs

Select and specify appropriate colors based on client needs

Apply principles and elements of design when designing a space for a client

Apply the progression of style from both a historical and cultural context to interior spaces and the selection of furnishings styles.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.

Nancy Wolford, Ph.D., Oregon State University
CID (Certified Interior Designer, California)
Contract Professor of Interior Design and Department Coordinator

Nancy has been teaching at Cañada College since 1999, department coordinator since 2000, and has been full-time faculty since 2002. She teaches a variety of courses, including beginning and advanced space planning, history of interiors, materials and finishes, lighting design, introduction to interior design, codes, bath design, and universal design. She has updated the curriculum, revised certificates, and initiated the Green/Sustainable Design Certificate, the first of its kind in California. ASID has recognized her twice with national awards, the Joel Polsky Academic Achievement Award for her doctoral dissertation in 2001 and as Student ASID Faculty Advisor of the Year in 2005. She regularly does manuscript review work for textbook publishers.

Mary Jo Camp, B.S., Ohio State University
CKD, CBD, CID (Certified Kitchen Designer, Certified Bath Designer, Certified Interior Designer, California)
Adjunct Professor of Interior Design

Mary Jo has been teaching at Cañada College since 1996, teaching Kitchen Design, Bath Design, Marketing and Salesmanship, and Advanced Kitchen and Bath Design. She is both a Certified Kitchen Designer (CKD) and Certified Bath Designer (CBD) as well as a California Certified Interior Designer (CID). She has owned her own kitchen and bath showroom and currently is a Vice President of Marketing for Standards of Excellence Appliances. She is nationally recognized in the kitchen and bath industry and speaks widely and frequently about many aspects of kitchen and bath design, at both local and national events. She has served as President of the local NKBA chapter and is currently their representative to the national board of NKBA.

Betty Cornell, M.F.A., San Jose State University
Adjunct Professor of Interior Design

Betty has been teaching at Cañada College since 1976. She teaches Color for Interiors and the Asian Art Series. She is a docent for the Asian Art museum in San Francisco as well as a self-employed appraiser. She has spoken widely about Asian Art.

Annie Cronin, B.F.A., University of Denver
Adjunct Professor of Interior Design

Annie has been teaching at Cañada College since 2003, teaching the Green/Sustainable Design Concepts class. She is actively involved in the practice of Green/Sustainable interior design and an advocate in the community for adopting these practices in design and construction. She was instrumental in the development and adoption of the Green/Sustainable Design Certificate and Course at Cañada College.

Steven Davis, B.S., University of California, Berkeley
Adjunct Professor of Interior Design

Steve joined the Cañada College interior design faculty in 2005, after having been a guest speaker numerous times for the construction classes. He teaches Residential and Commercial Construction, Construction Estimating and Renovation, and Codes: Fire Safety and Barrier Free Design. He is a registered professional engineer and serves as a building official in cities in San Mateo County.

Kenneth Fehrman, Ed.D. University of San Francisco
Adjunct Professor of Interior Design

Kenneth has been teaching at Cañada College since 2003. He teaches Commercial Design and Color for Interiors and also has taught Lighting Design. He is a retired full time interior design faculty member after more than 20 years from San Francisco State University and has been extremely instrumental in the development of course articulation between the two schools, having joined the advisory committee in 2000. He has lectured and written extensively on color and is the author along with his wife of Color: The Secret Influence a widely used textbook for color classes, currently in its second edition.

Martha Miller Girdlestone, M.A., U.S. International University, San Diego
Adjunct Professor of Interior Design

Martha has been teaching at Cañada College since 1992. She currently teaches Introduction to Interior Design and coordinates the Interior Design Internship Program. She has also taught the Professional Practices class and coordinated the program during the late 1990s. She has brought a wealth of experience, both as a designer, teacher, and coordinator to the Cañada College Interior Design Program. She has announced her retirement as an adjunct faculty member at the end of spring 2007 semester and will be sorely missed.

Anjana Joshi, M.F.A., Academy of Art College, San Francisco
Adjunct Professor of Interior Design

Anjana has been teaching at Cañada College since 1998. She has taught several classes, including Materials and Finishes, Advanced Space Planning, and Furniture, Casework, and Detailing, and currently teaches Critical Thinking for Interior Design and oversees the Supervised Learning Lab.

Robert Kalkbrenner, M.A., John F. Kennedy University
Adjunct Professor of Interior Design

Rob has been teaching at Cañada College since 1998. He currently teaches Construction Estimating and Renovation, and has also taught the Residential and Commercial Construction class. He has been a construction project manager as well as a planner for several cities in San Mateo County.

Sharon Kasser, M.A., San Jose State University
Certified Interior Designer, California (CID)
Adjunct Professor of Interior Design

Sharon has been teaching at Cañada College since 1991. She currently teaches Introduction to Interior Design and Professional Practices, and has also taught the History of Interiors. She speaks widely, both locally and nationally on business practices as well as Julia Morgan and architecture of the early 20th Century. She has had her own interior design business since 1985.

Karen Leia Kozel, B.A., Ball State University, M.F.A. Academy of Art University, San Francisco.
Adjunct Professor of Interior Design

Leia has been teaching at Cañada College since 2005. She teaches the Presentation Techniques I and II classes. She is currently completing her thesis for her MFA in Interior Architecture at the Academy of Art University in San Francisco as well as working in space planning and construction administration

Kenneth Rose, M.S., San Francisco State University
Certified Kitchen Designer (CKD)
Adjunct Professor of Interior Design

Ken has been teaching at Cañada College since 2005. He teaches Advanced Kitchen and Bath Design and Furniture, Casework, and Detailing. He is a Certified Kitchen Designer and owns his own showroom in Menlo Park. He has an extensive background in custom design of furniture and cabinetry, and was a guest speaker in many classes at Cañada before joining the faculty.

Paul Wallach, M.A., UCLA
Adjunct Professor of Interior Design and Architecture

Paul has been teaching Architecture at Cañada College since 1969 and as part of the Interior Design Department since 1994. He teaches the Basic Architectural Drawing and Computer Aided Drawing courses for Interior Designers. He is a widely published and prolific author and his Architecture: Drafting and Design is a standard textbook for Architectural Drawing classes nationwide. He has also done a variety of other texts, tutorials and teaching materials for drawing, interior design, Computer Aided Design, rendering, and engineering drawing. Before coming to Cañada, he taught drafting at San Carlos High School.

2. List major professional development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

For the past six years, the instructors have attended national and regional conferences and trade shows, studied privately, and worked in the field of interior design. The instructors have continued to update themselves with information from these events. The instructors have worked with a diverse student population developing classes, taught in several schools in addition to Cañada (community colleges, UC Extension programs, SFSU) each with a unique focus and protocol, written textbooks and articles for professional publications, reviewed textbooks in the field as well as maintaining their own design practice. During the next six years, the goals are to get AutoCAD and 20-20 to offer regional courses at Cañada College, as well as preparation courses for the NKBA Certification exams in Kitchen and Bath Design.

It is critical that funding is available for all faculty members to continue to participate in workshops, conferences, and mandatory meetings in order to stay current in their particular area of expertise. They each need to attend specific workshops and/or classes to gain updated skills, a minimum of once per year.

3. Describe the departmental orientation process for new full-time and adjunct faculty and staff (please include student workers such as tutors and aides).

The following represents the department's procedures for orienting new full-time and adjunct faculty members:

1. The Dean of Business, Workforce, and Athletics Division requests a full time faculty member to volunteer to become the mentor to the new faculty member. The mentor is matched with similar FSA's or at least familiar with the campus, the department, and college procedures.
2. Role of the mentor is to assist new faculty members to become familiar with the campus, the department, and college procedures.
3. Faculty members are introduced to other personnel on campus and receive the following assistance from the Division Office:
 - a. Procedures to follow dealing with student issues, plagiarism, etc.
 - b. Academic Calendar, Catalog, and Schedule
 - c. Parking Permit
 - d. E mail, WebSmart, and Voice Mail with instructions
 - e. Admissions & Records policies on submitting grades, pertinent reports, etc.
 - f. Mailbox in Division workroom
 - g. Office Space, if applicable
 - h. Office Hours – Requirements, if applicable
 - i. Official Course Outline for each course taught with a sample syllabus to follow similar format
 - j. Central Duplicating and Kinkos Card
 - k. Supplies
 - l. Case of illness or emergencies, whom to contact – all receive Emergency Phone Number card
 - m. Department and Division meeting dates and committees
 - n. Department provides faculty handbook for all new faculty with pertinent college, department, and professional information

PART E: Facilities, Equipment, Materials and Maintenance

1. Discuss the quality and accessibility of the facilities, equipment, equipment maintenance, and materials available to the program. List projected needs.

The quality and accessibility of the facilities is excellent as the Interior Design Department classrooms were renovated in the summer of 2004. The equipment and materials available in the classrooms are good. However, there needs to be a line item in the budget in Fund 1 that is for equipment maintenance (upkeep and repair of pre-existing equipment). That budget should be a minimum of \$1,000 per year. The department also regularly receives generous donations from local designers and alumni

of design magazines and materials samples for students to use in their projects. This helps tremendously as no department or college outlay is required.

2. Describe the use and currency of technology. List projected needs.

The Auto CAD software is currently housed in Building 16 and shared with the Engineering Department. This needs to be expanded to allow for a 3 unit, semester length course, rather than a 1 unit, 6 week long course. This is necessary for Residential and Commercial Design Certificate graduates for entry level jobs. The other software that is being used, 3D Home Architect, a simplified program is housed in Building 13, Room 217 – a shared facility between with Computer, Business, Office Technology, Medical Assisting, with 35 stations and needs to be maintained. As an NKBA Endorsed College Program, the Cañada College Interior Design Program can obtain free of charge the 20-20 Kitchen and Bath software program and upgrades for 30-35 stations. All Kitchen and Bath Certificate graduates need to know this program and it needs to be added.

Currently, Interior Design classroom 13-17 is a Smart Classroom, converted during the summer of 2006; 13-13 also needs to be converted into a Smart Classroom with appropriate technology as soon as possible.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

The Interior Design Department receives extensive support from industry with placements of internships, field trips, and guest speakers each semester in a variety of classes. This extensive information from individuals in the industry is very helpful for career decisions for the students. The Department also receives generous donations, financial and design materials from various donors throughout the year.

PART F: Budget Request

1. What faculty positions will be needed in the next six years in order to maintain or build the department?

Position	Areas of expertise needed
<p data-bbox="196 489 678 525">Additional full time faculty position</p> <p data-bbox="245 562 1024 957">d. Currently, the Interior Design Department consists of one full-time faculty position, which includes serving as the department coordinator, and 11-12 adjunct faculty members, depending on the course offerings each semester. There is a strong need for two full-time faculty members within the department. For the past two years, the department has put in a request for the hiring of one additional full-time Interior Design Instructor, which has not yet been put forth. The department will continue to push for this critical position.</p> <p data-bbox="245 995 1024 1717">e. With projected faculty retirements (both full-time and long-time adjunct) during the next six years, there will be no full-time faculty members in the Department if the additional full time faculty member is not hired. The Department cannot operate or survive without the full-time faculty member coordinating the program, continuing to market and up-date the program, and maintaining the department facilities. Two of the current adjunct faculty has each been teaching at Cañada for more than 30 years, another 2 more than 15 (one of whom is retiring the end of spring 2007). These valued employees have brought history and continuity to the program, and been invaluable to the recent success as well as carrying the department through the turbulent economic and low enrollment times of the late 1990s. It is important to have a transition period so the new faculty member understands their extensive role over and above teaching.</p> <p data-bbox="245 1755 1024 1860">f. There will continue to be a need for various adjunct faculty members teaching the many specializations of Interior Design.</p>	<p data-bbox="1052 489 1495 667">Extensive Interior Design experience is needed with a wide variety of skills, expertise, and previous teaching experience is desirable.</p> <p data-bbox="1052 995 1495 1136">Knowledge of the Interior Design Department, scheduling experience and supervision skill are required.</p> <p data-bbox="1052 1717 1468 1753">Interior Design specializations</p>

g. Adjunct faculty	Specialization within the Interior Design discipline

2. What staff positions will be needed in the next six years in order to maintain or build the department? (Staff, facilities, equipment and/or supplies) will be needed in the next six years?

None at the present time. The department is fortunate to have volunteer students to help maintain the department resource library.

3. What equipment will be needed in the next six years in order to maintain or build the department?

Item	Cost per unit
The quality and accessibility of the facilities is excellent. Both Interior Design Department classrooms were updated and renovated in the summer of 2004. Classroom 13-17 was made a smart classroom in the summer of 2006 which has greatly enhanced instruction in that space. Classroom 13-13 also needs to be made into a smart classroom space, which can be done by re-orienting the arrangement 180 degrees.	
There needs to be a line item budget in Fund 1 for pre-existing equipment (i.e. drafting tables and chairs, A/V) maintenance, upkeep and repair, about \$1,000/year	\$1,000
As an NKBA Endorsed College Program for Kitchen and Bath, there is a yearly fee (\$600). In addition, every three years, the program needs to be re-endorsed and this fee is currently \$175. This Endorsement is an important part of the Interior Design program and a niche.	\$600/year, plus \$175 every 3 years

4. What facilities will be needed in the next six years in order to maintain or build the department?

The main need is to convert the Interior Design classroom, 13-13, into a Smart Classroom with appropriate technology. Another need is to upgrade and make more efficient, the storage for samples, catalogs, and magazines that are essential to the

program. These include the built in units beneath the windows in both 13-13 and 13-17, as well as the student resource area between the two classrooms and the faculty storeroom. This was not included as part of the recent renovation, but needs to be done to accommodate these essential materials and meet the needs of the department.

PART G: Additional Information

1. Describe any other pertinent information about the program that these questions did not address?

Strengths of the Program

1. The variety of comprehensive course offerings that prepare students for jobs in the interior design industry today. The four certificates based on this updated curriculum, including the endorsement of the Kitchen and Bath Certificate by NKBA (National Kitchen and Bath Association).
2. The student success and retention – this has led to growth in enrollment.
3. Excellent team of teachers with individual diverse strengths who work together for the students.

Additional strengths include:

Classroom renovations that now allow for a more professional and creative working environment for students as well as for the public to see,

Well equipped classroom facilities including Smart Classroom technology in one of the classrooms,

Equipment is maintained for a good working order,

Students are well prepared for the job market, as well as transferring to a CSU or other university,

There are available internships and jobs for students,

Program has a good image within the college, the local community, and the interior design industry, locally and state-wide,

Articulation agreements with universities,

Strong, centralized focus to the program – excellent relationship with the administration,

Students have good academic and professional success.

Three Suggestions for Improvement

1. More students need to complete certificates and degrees, as well as transfer to a four year program leading to a Bachelor's degree. Encourage students to continue with their education on a part-time basis while being employed in the industry.
2. Some students do not have essential basic skills need for specific classes – more preparation and closer attention to prerequisites and/or equivalencies are mandatory.
3. Addition of Auto CAD, the Interior Design Industry Standard and 20-20, the Kitchen and Bath industry standard computer programs.

Contributions to the college and community:

Over the past six years, Cañada College interior design students have contributed to the department, college, and district. Through the active Student ASID chapter, a storage cabinet has been added to 13-13, as well as new shelving for wall covering sample storage in 13-17. Through generous anonymous donations, an Elmo projector (document camera) was donated three years ago and also updated audio visual equipment was purchased to enhance classroom instruction. The student chapter is always looking for ways to assist the department.

Design expertise has been lent to the college by Cañada Interior Design students, with design concepts for the campus Child Development Center, Gym Foyer, Bookstore, and Interior Design classroom reconfigurations. For the district, Interior Design students developed space plans and materials suggestions for the community room of the College Vista housing development, which were selected to be used and are in place.

For the community, through Student ASID, the windows of the San Mateo St, Vincent de Paul were changed monthly but various student members, using merchandise from the store at the time. This not only gave them visual merchandising experience, but visibility for the program, as well as assisting a non profit to increase their sales. Within the last year, Student ASID members refurbished the lobby of the San Mateo Boys and Girls Club facility. For several years, the students exposed the community to Green and Sustainable Design with an event at the campus that included vendors and speakers related to Green Design. This event received national recognition from ASID in 2004.

These real-life experiences are important learning tools for students, as well as assisting the college, district and surrounding community. They have also increased the visibility of the college and the interior design program.

Examples of Student Success:

For each of the past 6 years, between 1 and 7 Cañada College Interior Design students have placed in one of the 4-8 student design competitions at the annual Student Career Form for Interior Design students in San Francisco. This is a regional event, with between 300 and 500 students attending and participating each year from Northern and Central California and Nevada, with between 60 and 200 entering a design competition. These include students from four year programs, as well as two year programs.

Cañada Interior Design students also regularly place in NKBA kitchen and bath design competitions, ASID design competitions, as well as receive scholarship recognition from a variety of professional and trade organizations.

Interior Design Graduates, Degrees and Certificates, 2000-2006

(Source: Admissions office, Interior Design Graduation programs)

Academic year	Number of students	AS Degree	INTD Cert.	Res. & Comm. Cert.**	Kit. & Bath Cert.	Green/Sust. Des. Cert***
1999 – 2000	11	3	9	5 Res., 4 Comm.	2	
2000 – 2001	13	6	10	5 Res., 1 Comm.	1	
2001 – 2002	19	6	13	6 Res., 2 Comm.	4	
*2002 – 2003	30	7	22	1 combined, 1 Res., 1 Comm.	3	
2003 – 2004	40	12	32	10 Res. & Comm.	8	
2004 – 2005	46	14	30	15 Res. & Comm.	5	
2005 – 2006	55	17	30	11 Res. & Comm.	7	1

*First academic year with full time faculty/coordinator

** Separate Residential Design & Commercial Design Certificates until 2002 when the combined single Residential & Commercial Design Certificate became effective.

*** Green/Sustainable Design Certificate became effective Fall 2005

SUBJECT	FALL TREND (IVE)				
	01-02	01-03	01-04	01-05	01-06

SUBJECT	FALL (IV A-D)					2006 05-06% Change
	2001	2002	2003	2004	2005	

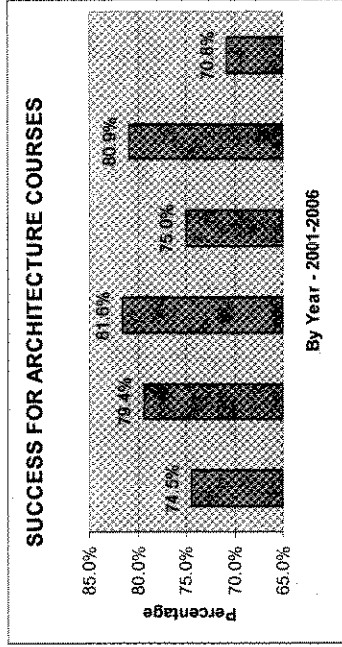
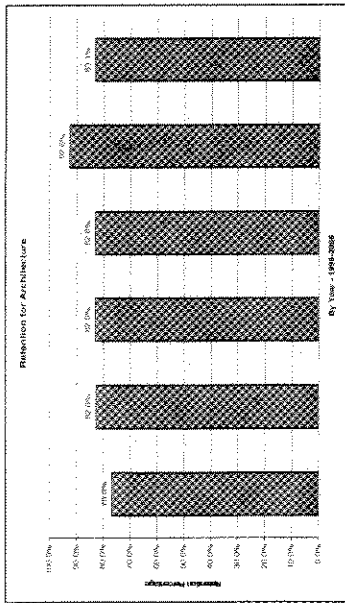
ARCH	17.1%	-2.9%	3.8%	-3.8%	-8.6%
WSCH	0.0%	0.0%	0.0%	0.0%	0.0%
FTE	17.1%	-2.9%	3.8%	-3.8%	-8.6%
LOAD	17.1%	-3.0%	3.7%	-3.8%	-8.6%
FTES	0.4%	0.2%	12.1%	0.6%	2.5%
Retention	2.8%	-5.5%	1.9%	-10.8%	-6.0%
Success					

ARCH	210	246	204	218	202	192	-5.0%
WSCH	0.40	0.40	0.40	0.40	0.40	0.40	0.0%
FTE	525	615	510	545	505	480	-5.0%
LOAD	7.00	8.20	6.79	7.26	6.73	6.40	-5.0%
FTES	82.6%	82.9%	82.8%	92.6%	83.1%	84.7%	1.9%
Retention	79.4%	81.6%	75.0%	80.9%	70.8%	74.6%	5.4%
Success							

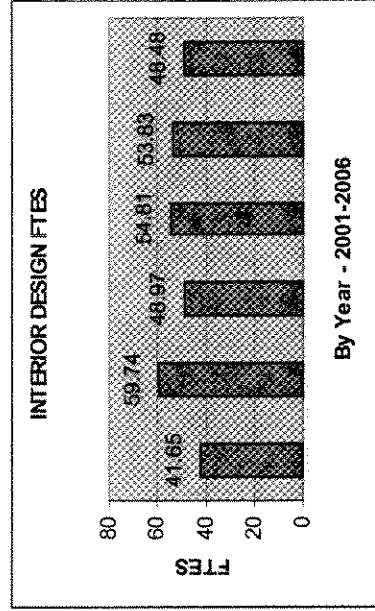
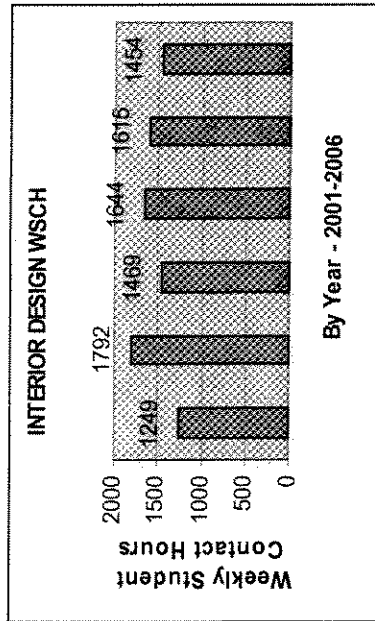
INTD	43.5%	17.6%	31.6%	29.3%	16.2%
WSCH	14.0%	6.4%	18.6%	28.4%	28.4%
FTE	25.8%	10.5%	11.0%	0.7%	-9.5%
LOAD	43.4%	17.6%	31.6%	29.3%	16.1%
FTES	-2.9%	1.4%	4.5%	-10.3%	4.2%
Retention	-3.7%	0.9%	0.1%	-15.7%	-3.8%
Success					

INTD	1249	1792	1469	1644	1615	1451	-10.2%
WSCH	2.64	3.01	2.81	3.13	3.39	3.39	0.0%
FTE	473	595	523	525	476	428	-10.2%
LOAD	41.65	59.74	48.97	54.81	53.83	48.37	-10.2%
FTES	87.1%	84.6%	88.3%	91.0%	78.1%	90.8%	16.3%
Retention	86.6%	83.4%	87.4%	86.7%	73.0%	83.3%	14.1%
Success							

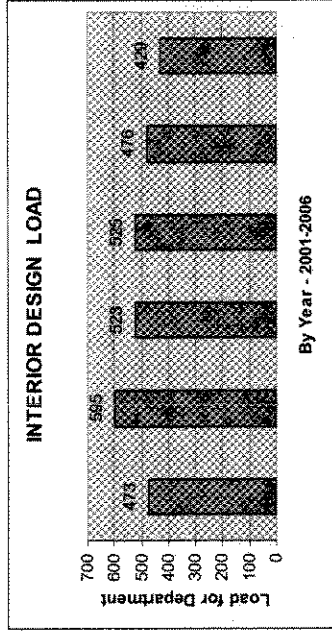
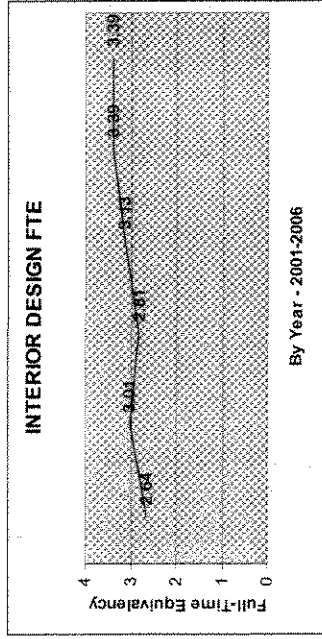
The retention and success of the Architecture courses are as follows:



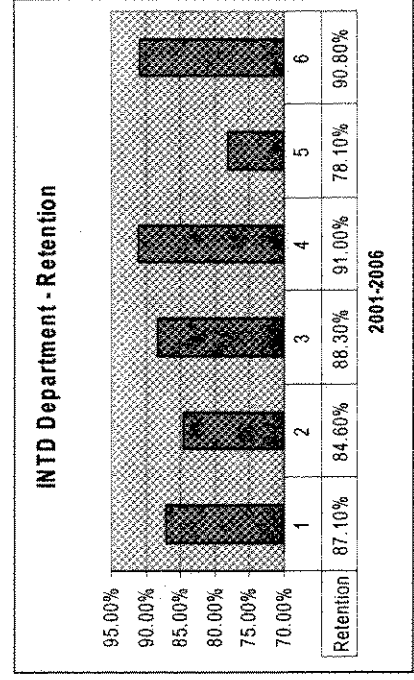
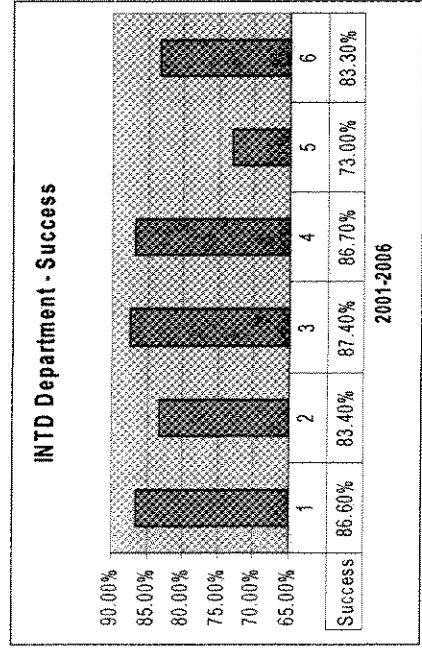
The Interior Design WSCH has averaged 1537 for the past six years while the FTES has averaged 51.25.



The FTE for the Interior Design Department has averaged 3.06 (one full-time professor and the remaining are adjunct faculty members). The LOAD has averaged 530 for the past six years and is within the goal of the State average of 525. The load in 2006 is lower partially due to low enrolled advanced level courses that are required for the students' educational plans.



The Interior Design Department's Retention rate is comparable to 2004 and the Success rate is increasing:



**CAÑADA COLLEGE
EVALUATION OF THE
COMPREHENSIVE PROGRAM REVIEW PROCESS**

To improve the Program Review process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of the Program Review process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Program Name:

Estimate the total number of hours to complete your Program Review: 70 hours

Was the time frame for completion of Program Review adequate? If not, explain.

No, due to health reasons of the program coordinator.

Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

Yes

Were the questions relevant? If not, please explain and offer specific suggestions.

Mostly yes, but some data was not available, and some questions seemed redundant.

Did you find the Program Review process to have value? If not, please explain and offer suggestions.

Yes

Was the data you received from administration complete and presented in a clear format? Would you like additional data?

Yes

Please offer any comments that could improve and/or streamline Program Review! Try to eliminate redundancy and put all parts in a single document for ease of completion, rather than several that then needs to be merged together.

CAÑADA COLLEGE
PROGRAM REVIEW
INSTITUTIONAL RESPONSE SHEET

Program: Interior Design (INTD) Program

Thank you for your time and effort in preparing this Program Review. Your Executive Summary, with recommendations, has been sent to the Planning/Budget Committee and the Board of Trustees.

#1. Division Dean
_____ Signature
Comments:

#2. Curriculum Committee Chair
_____ Signature
Comments:

#3. College Vice President
_____ Signature
Comments: