

Program Review/Follow-up Transmittal

General Information

The attached report is (check one): Program Review (published every 4th year)
 Program Review Follow-up (submitted annually)

The report is submitted for the Academic Year (select one): 2009-10

The report contains information on the follow unit(s) (enter names of all units/programs):

Interior Design

Report Abstract:

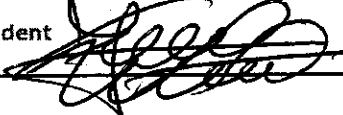
The Interior Design department does not have any full time faculty. Classes are taught by two adjunct faculty. Full semester courses are offered during the day and at night. Currently weekend classes are not offered. The program has begun to offer courses at the Vallejo Center in addition to classes on the main campus. The data provided in this report shows that enrollment has declined since 2004-2005. This is consistent with data statewide provided by Family and Consumer Sciences which also indicate a decrease in interior design courses. The interior design program has an Advisory Committee which is a benefit to curriculum and assists in maintaining parity with industry standards. Retention rates range from 66% to 89% and fill rates vacillate between 60% to 89%. There is no clear correlation between number of sections offered and enrollment, fill and retention rates. The lack of a full time faculty member to coordinate publicity and outreach programs poses a continuous challenge to the enrollment and fill rates. Additionally, the lack of support by the counseling staff influences enrollment trends. To date students transfer to other colleges without a solid foundation of drafting and perspective drawing. An adjunct faculty person will be hired beginning fall 2010 which will create greater stability for the program as students will be able to complete their training. The program has added a course in Kitchen/Bath design to the major. The addition of Exhibition Design to the major in 2008 provided students with hands-on experience designing and installing artwork in the colleges' galleries and alternative spaces. Future considerations for the interior design program include emphasizing outreach programs and better advertising as well as combining with other programs such as gerontology.

Signature: Janene Whitesell Date: May 18, 2010
Janene Whitesell
Faculty/Staff Representative

Signature: Steve Kott Date: 6/14/10
Dean/Director

Signature: Thom Waltham Date: 17 June 2010
President, Academic Senate

Signature: Amy Date: 7/9/10

Signature: _____ **Date:** 02-13-10
Vice President 
Superintendent/President

Program Review and Analysis

Part I Outcomes

1. **What are the Student Learning Outcomes (SLOs) and Institutional-Level Outcomes (“Core Four”) of the program? List each along with descriptions of the appropriate indicators of program success (i.e., measures of outcomes). Include both quantitative and qualitative measures.**

Outcome(s)	Qualitative Measure(s)	Quantitative Measure(s)
Demonstrate proficiency at quick sketching and drafting/reading floor plans.	Written exams, one-on-one presentations with faculty.	Performance rubric for class projects.
Demonstrate proficiency in application of design elements in residential/commercial environments.	Written exams, one-on-one presentations with faculty.	Performance rubric for class projects.
Demonstrate an understanding of the relationship of textiles and furniture in residential/commercial environments.	Written exams, one-on-one presentations with faculty.	Performance rubric for class projects.

2. **The specific SCC Strategic Direction and Goal(s) supported by this program:**

Goal 1: Obj. 1.1, 1.2, 1.3,1.4

Goal 2: Obj. 2.1, 2.1, 2.4

Goal 3: Obj. 3.2

Goal 4: Obj. 4.3

Goal 5: Obj. 5.5

Goal 7: Obj. 7.1, 7.2, 7.3

Part II Analysis

1. **Identify and explain the trends in:**

Enrollment— Data: Enrollment has declined since 2004-2005. Previous program review observed an 50% increase in enrollment from 1999 to 2004. **Explanation:** According to Family & Consumer Sciences, statewide enrollment has been decreasing in Interior Design courses. The number of courses offered has decreased 35%. Additionally, counselors have discouraged students from taking Interior Design classes stating that the classes are “hobbies.” There is no outreach program and a full range of classes is not available.

Retention— Data: Retention vacillates between a low of 66% in 2007-2008 and a high of 89% in 2006-2007. The number of sections offered was the highest during the 2006-2007 year with 13 classes offered. **Explanation:** There may be an anomalous correlation between the number of sections offered and the retention. According to the data, during the years that more classes are offered, retention is higher. During the years that fewer classes are offered, retention is lower.

Fill rate— Data: Fill rate vacillates between a low of 60% in2006-2007 and a high of 89% in2004-2005. **Explanation:** There doesn’t seem to be a predictable pattern with regard to fill rate. The number of sections offered was the highest in 2006-2007. The number of sections

offered was the lowest (and the same) in 2007-2008 and 2008-2009, yet the fill rate varied from 74% to 65%.

Other Factors— Hurricane Katrina disrupted many students' academic plans in the fall of 2005. The instructors were informed by many of their students that they had to drop classes and help families in affected areas.

Outcomes— Due to the lack of INTD 052 class in previous years, student do not leave the program with a solid foundation of drafting as it pertains to interior design. Students gain a good understanding of the principles of interior design through the INTD 050 course. The Art 060 (exhibition design) course presents students with hands-on experience designing and installing art work in the college's gallery and also satellite sites such as the Vallejo Center, Vacaville Center and local businesses and offices. This broadens their understanding of design principles in three-dimensional environments.

2. How do the above trends relate to the factors and outcomes identified during the last review?

The last program review stated objectives that were pertinent to faculty and the campus. It did not articulate specific learning objectives for students. For example, the first objective was to *"offer a comprehensive group of high quality programs serving transfer, vocational and general education needs of students."*

The program review before that was general for Home Economics and was not specific to Interior Design.

Part III Conclusions and Recommendations

1. What are the major accomplishments of the program during the past four years?

- Implemented an advisory committee.
- Conducted a statewide workshop in Fairfield for Interior Design instructors.
- Added a course in Kitchen/Bath design.
- Added Art 60 (Exhibition Design) as a required course for the major.
- Several students have applied for and received scholarships to further their education.
- One student received scholarships monies for starting a business.

2. Based on the analysis above, are there any changes needed in order to meet program goals or to improve program effectiveness?

- Increased advertising to increase program visibility.
- Updating the brochure for the Interior Design major.
- More of an emphasis in community outreach to publicize the program.
- Hiring of a full-time faculty person to coordinate the three changes listed above.
- Better tracking of graduating students into the workforce.
- Combining Interior Design program with other programs such as Gerontology to enhance universal design elements.
- Reinstate INTD 052 (Drafting and Perspective Drawing for Interiors) course to complete a student's training. Explain.