

# Palomar College – Institutional Review and Planning Instructional Programs

## Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

## Discipline: Interior Design

Instructional Discipline Reviewed

2007-08

### 1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
<b>Enrollment at Census</b>	308	368	324	<i>Self Explanatory</i>
<b>Census Enrollment Load %</b>	91.94%	87.83%	77.33%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
<b>WSCH</b>	1,064	1,257	1,117	Weekly Student Contact Hours
<b>FTEs</b>	35.47	41.89	37.24	One Full-Time Equivalent Student = 30 WSCH
<b>Total FTEF</b>	2.60	2.90	3.00	Total Full-Time Equivalent Faculty
<b>WSCH/FTEF</b>	409	433	372	WSCH Generated per Full-Time Equivalent Faculty Member
<b>Full-time FTEF</b>	1.80	1.80	1.80	FTEF from Contract Faculty
<b>Hourly FTEF</b>	0.40	0.60	0.80	FTEF from Hourly Faculty
<b>Overload FTEF</b>	0.40	0.50	0.40	FTEF from Contract Faculty Overload
<b>Part-Time FTEF</b>	0.80	1.10	1.20	Hourly FTEF + Overload FTEF
<b>Part-Time FTEF %</b>	30.77%	37.93%	40.00%	Percent of Total FTEF Taught By Part-Time Faculty
<b>Retention Rate</b>	88.69%	93.15%	89.72%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Success Rate</b>	68.90%	63.99%	65.60%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
<b>Degrees Awarded</b>	4	4	12	Total number of Degrees awarded for the Full Academic Year
<b>Certificates Awarded:</b>	3	5	6	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	3	5	6	Total number of Certificates awarded for the Full Academic Year

### 2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

- A. Enrollment at Census: Self-explanatory**
- B. Census Enrollment Load %:** According to the data, 77.33% reflects that too many sections of Interior Design classes are being offered. The goal of the Interior Design program is to meet the college average of 85%.
- C. WSCH:** There was an increase in WSCH from Fall 2004 to Fall 2006 with a decrease in WSCH from Fall 2005. Enrollment in many vocational programs in 2006 showed a decrease in several community colleges throughout California. With the downturn in the economy, an increase in foreclosures and the housing industry experiencing a decline in construction, the enrollment in Interior Design classes is directly affected. In addition two major fires in San Diego County, a downturn in the real estate market, and a major recession have impacted our local housing economy, which in turn affects our enrollment in this program.
- D. FTES:** The data reflects the greatest increase in Fall 2005. Again, the economy is directly effecting our enrollment.

- E. Total FTEF:** The data, which includes adjunct faculty, indicates 3 full-time faculty, when there is actually 1.5 contract faculty for the Interior Design program. There is one full-time contract faculty member that is 50% in Interior Design and 50% in Drafting Technology.
- F. WSCH/FTEF:** There was an increase from Fall 2004 to Fall 2005, but a decrease in Fall 2006, once again reflecting a downturn in the economy with emphasis on the housing industry.
- G. Full-Time FTEF:** See item F for explanation.
- H. Hourly FTEF:** .80 shows the need for an additional contract faculty member for the Interior Design program.
- I. Overload FTEF:**
- J. Part-Time FTEF:**
- K. Part-Time FTEF%:** Part-time faculty teaches 40% of the classes in the Interior Design program.
- L. Retention Rate:** 89.72% is closely aligned with the college's overall retention rate.
- M. Success Rate:** The 65.60% success rate is closely aligned with the college's overall success rate of 68.98%. It should be noted that the Interior Design classes often serve as preparation for entry into four-year design programs in private and public institutions.
- N. Degrees Awarded:** Many students enroll in the Interior Design classes to upgrade technological skills and increase product knowledge for employment purposes without designating a degree. However, the degrees awarded in Fall 2006 increased three-fold from 2004 and 2005.
- O. Certificates Awarded:** Certificates awarded have doubled since 2004.
- P. In the design program, enrollment is limited by the drafting tables that are available for each student. The success rate of our students is aligned with the overall data of the college. The WSCH/FTEF data for the Interior Design department reflects the fact that our classes are limited by room and equipment availability. The Interior Design classes must be scheduled according to classroom and equipment availability, which is extremely limited due to the fact that the same classrooms and computers with architectural software must be shared with the Architecture and Drafting Technology programs. In addition, the economy of the state and county impacts our program greatly. The housing industry and its overall economic health effects the enrollment trends in the Interior Design program. To be succinct, when there is a recession and an economic downturn in the housing industry, our enrollment decreases.**

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p><b>Curriculum:</b> Curriculum changes occur when new software is introduced and upgraded for the Interior Design classes. Curriculum changes will also take place if our Advisory Committee determines a need for new classes.</p> <p><b>Programs, certificate and degrees:</b> In the Interior Design program, we will be offering new classes in Residential Remodeling, as well as a new class titled “Design Applications.” It is the intent of the Interior Design program to maximize use of the new kitchen and bath design software that became available through VTEA funds in 2007. The Interior Design program plans to increase class offerings that lead to a certificate in Kitchen and Bath Design, which will be in partnership with the National Kitchen and Bath Association. Although the depressed economy of the housing market may affect enrollment, offering new classes in remodeling and appealing to niche marketing in kitchen and bath design should counteract any negative impact from the overall economic predictions for the housing industry.</p> <p><b>Legal Recognition/Certification</b> The profession of Interior Design is currently undergoing national evaluation by professional organizations and professionals related to the field. Uniform standards are being developed throughout the nation for the profession of Interior Design that has resulted in Self-Certification Legislation in the State of California. These standards include minimum requirements for education and experience, examination of minimum competency, a code of ethics and a requirement for continuing education. The Interior Design program will address the needs for certification by offering classes that address building codes, fire safety, and health care design.</p> <p><b>CSU/UC Transfer:</b> There are no changes in the Interior Design program that affect the CSU/UC transfer requirements.</p> <p><b>Articulation:</b> The Interior Design program has recognized and identified the importance of creating a curriculum that allows students to progress through our program system and transition from high school to college. An overriding goal of articulation has been to eliminate duplication of learning from course to course, level to level and among and between educational segments. As Tech Prep programs expand, it is critical that</p>	

our courses clearly state competency outcomes for students, which we endeavor to address at every level of curriculum development and review. Our faculty will continue our effort to work collaboratively with faculty from other educational institutions so that articulation can be developed, expanded and made to benefit students in their progress toward an educational goal.

We currently have articulation agreements with several high schools in the region; namely, Carlsbad, Rancho Buena Vista, and Fallbrook.

**Workforce and Labor Market Projections:** New class offerings that address the need for hospitality and health care facilities are anticipated for future growth in Interior Design. According to the BLS “Demand from businesses in the hospitality industry—hotels, resorts, and restaurants—is expected to be high because of an expected increase in tourism. Demand for interior design services from the health care industry also is expected to be high because of an anticipated increase in demand for facilities that will accommodate the aging population.”

It is projected by the Bureau of Labor Statistics and the Kitchen & Bath Industry that the demand for kitchen and bath design is increasing in response to the growing demand for home remodeling. In addition to meeting the demands for the remodeling market in the housing industry, the Interior Design program is addressing the public’s increased awareness and demand for “green design.” Our students are encouraged to enroll in the new “Green” class offered through the Drafting Technology program.

According to the Bureau of Labor Statistics (Interior Designers-O\*NET 27-1025.00 )

Interior designers...SOC Code Employment..... 27-1025  
Employment 2006:..... 72,000  
Projected employment 2016..... 86,000  
Percent.....19% increase

Source: BLS, *Handbook* introductory chapter on *Occupational Information*

b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)

**Class Scheduling:**  
The Interior Design program has endeavored to meet the needs of our

students while managing to share classroom space, equipment, and computers with Architecture and Drafting Technology in the Design Department. Many of our students maintain a household with demands from family. The schedule offered to these students needs to be flexible to meet the student needs, as well as those with full-time employment who can only attend classes during the evening. To meet the demand for flexibility in class scheduling we have offered on-line classes. With offering more on-line classes and making more classrooms available, we are still at maximum utility of space and equipment.

One of the greatest obstacles in meeting the scheduling needs is the timeline that is demanded by the administration. We are required by the administration to forecast the classes that are needed for our students one year in advance. Since the Interior Design program must meet the needs of the students and industry, as well as being flexible to the economic trends and labor projections, little flexibility is permitted by the administrative staff that generates the published class schedule. For example, with the price of gasoline soaring, we would now like to increase the number of classes offered on-line. However, having to generate a class schedule a year in advance does not allow for meeting issues such as high-priced gasoline and an economic recession. More flexibility and support regarding this issue is needed and the realization that our student's needs come first.

Rotation: More classes are required in the evening to meet the needs of our students who work full-time. However, we are limited in offering more evening classes due to space and equipment that is available. Sharing one classroom that has drafting tables with Drafting Technology's evening students has limited our class offerings for our evening students.

Comprehensiveness:

It is the Interior Design Advisory Committee that keeps us informed about the comprehensiveness of our program. The Advisory Committee reviews, recommends and supports curriculum that reflects the skills and competencies required for today's global workforce. In addition, our committee is used as a valuable resource for student placement and recruitment, scholarships, equipment and as a resource for adjunct faculty.

The Interior Design Advisory Committee captures and reports industry's opinion of our program. Indicators are that we have a high level of preparation, skill attainment, job placement, and employment retention. While the Interior Design program meets industry needs, our Advisory Committee reminds us that there is a constant demand for software and

**hardware upgrades and support. Our students need to bring the highest technological skills to their employer. A major obstruction in offering the latest software upgrades to our students is that there is little to no money available for software and computer upgrades in our program. At this point, we often have to rely upon the generosity of the software companies to upgrade our programs at no cost.**

**4. Discuss/identify the resources necessary to successfully implement the planning described:**

PLAN – 2007-08	Progress – 2008-09
<p><b>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</b></p> <p>The Interior Design program needs new drafting tables with computers and keyboards with current software at each work station. We also need large scale printers that generate hard-copies of floor plans and detailed drawings. Drafting chairs that are safe are also needed. Our current furniture is unsafe and damaged. The lighting in IT-3 and Q-4, where our classes are held, is substandard and inadequate for close and detailed tasks.</p> <p>Our greatest source of funding is from VTEA and block grant funds. There have been educational discounts in purchasing some software from the vendors.</p>	
<p><b>b. Budget – budget development process, one-time funds, grants, etc.</b></p> <p>The budget needs to provide for yearly upgrades in software for the following computer programs:</p> <ul style="list-style-type: none"> <li>AutoCAD</li> <li>20/20</li> <li>Revit</li> <li>ICOVIA</li> <li>DreamDraper</li> </ul> <p>The budgets also needs to provide for repairs of drafting tables or replace them. The drafting tables in IT-3 are over 35 years old and need to be replaced with work stations that provide a computer and surface space for drafting architectural plans.</p>	
<p><b>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</b></p>	

<p>The IT-3 and Q-4 classrooms are inadequate and need to be remodeled. The carpet in IT-3 is dirty and unhygienic. The lighting in IT-3 and Q-4 is inadequate. The window covering in IT-3 will not close properly, making the AV screen reflect glare from the windows. We need electronic controls on the window coverings, which are too high to reach; this will allow greater flexibility in opening and closing when needed. The bathrooms in the IT building are filthy and unhealthy. The bathrooms have repeatedly flooded, and have overflowed into offices adjacent to the classroom. At times when this has happened, there has been a distinct odor in the classroom.</p> <p>The Interior Design classroom, IT-3, is next to the welding lab. During class time, there is a constant loud noise coming from the welding lab that can be heard in our classroom. This noise will continue intermittently throughout the day and evening. In addition, the welding students stand outside the entry to the classroom and smoke. There are no receptacles for the cigarettes so they are thrown on the ground in front of the entry to IT-3. There is a constant problem with smokers standing close to the building and polluting the air with secondhand smoke as our students walk outside.</p>	
<p><b>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</b></p> <p>In order to meet the need of offering new classes that address the changing demands of the workforce and industry, the Interior Design program will need one additional full-time instructor within the next three years. Currently 40% of our classes are taught by adjunct faculty. With two-full time faculty in this program, additional energy can be dedicated to marketing our program.</p> <p>A replacement will also be needed for one contract faculty member who may be retiring in the next three years.</p>	
<p><b>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</b></p> <p>Since technology is a major component in training our students for successful entry into the workforce, it is necessary that the Interior Design staff be competent and proficient in the computer software that</p>	



<p><b>is offered to our students. Therefore, our staff needs to participate in continuing education on legal, technological, global and ethical issues that our students will face when entering the job market. It is imperative that faculty have professional work experience directly related to the courses which they teach and meet certification standards. Our faculty shall continue to develop close working relationships with the business community to further enhance the services offered to Interior Design students on campus.</b></p>	
<p><b>f. Other</b></p>	

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

**Provide exemplary teaching and learning environments and experiences to meet student needs through relevant curricula, innovation, partnerships, technology, research, and evaluation.**

- Provide up-to-date technology and related technical and equipment support for instructional purposes.

The Interior Design program continues to offer and expand upon the latest technology for our students. For example, a specific software program was purchased with VTEA funds for designing kitchens and baths. This program directly addresses the needs of designing new kitchens and baths as well as remodeling issues for the homeowner. Knowledge of this program and the skills required to operate this software is an advantage when students seek employment in the housing and home remodeling industry. We are also in partnership with the National Kitchen and Bath Association for creating a specialized certificate in kitchen and bath design. Activities will improve linkages, cooperation, and collaboration among a variety of partners to produce responsive solutions to workforce development needs

- Provide comprehensive technology training for instructional purposes.

The instructors in the Interior Design program are trained in presenting the latest software programs and their upgrades to our students. Summer training classes are attended by our instructors so that we can offer the most current technology demanded by our industry. We will continue to participate in professional development and training classes.

- Initiate dialogue related to best practices in online teaching.

Palomar College's Professional Development classes that are offered through the Academic Technology Resource Center are excellent. Our faculty regularly attends the Professional Development classes that are available for specific needs in online teaching. Those new concepts for the best practices in online teaching are incorporated into the program's class offerings, such as integrating video streaming and audio applications for each class.

6. Student Learning Outcome progress:

- a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

**The successful application of technological skills is a learning outcome for the Interior Design program.**

Academic and technical preparation is essential to the profession and must include analysis and synthesis of user needs, business, technical and communication skills, as well as creative development. It is essential to incorporate relevant work based learning experiences through partnerships with design practitioners and industry professionals, as they set the requirements for technology in business applications and successful business strategies. Therefore, it is vital for our program to integrate information and technology competencies into our curricula so that students will be successful employees by delivering the most current software skills to the job market. The best assessment tools for measuring this learning outcome are grades that reflect the student's success; admission to professional organizations that require the successful completion of examinations, and the acceptance of a student's portfolio by potential employers and professionals in the industry.

b. Discuss a learning outcome that is observable yet difficult to measure.

**Awareness and respect of professional, ethical and legal business practices.**

Professionalism and ethics in business practices are an integral part of each class that is taught in the Interior Design program. However, this can be a difficult learning outcome to measure in the classroom. Professionalism and ethics in business practices is not only observable but more measurable on the job as it relates to customer service and sound business practices. The Interior Design program address the following issues in every class we teach:

- Respect clients, suppliers, fellow designers and the general public
- Conduct themselves in the business world as a professional
- Place health, safety and welfare considerations foremost in design solutions
- Shall advertise and promote your firm accurately, using proper appellations and valid claims about qualifications
- Act with fiscal responsibility in the best interest of your clients
- Honor your clients' confidentiality
- Respect the confidentiality of sensitive information obtained in the course of professional activities
- Pay your financial commitments in a timely manner
- Follow through on all of your projects and professional commitments
- Continually seek to upgrade your knowledge of the interior design profession?

While these aspects of professionalism, sound business practices, and ethics are taught in the classroom to our student, they are difficult to measure until that student is employed or maintains their own design business.

**7. Describe a discipline accomplishment that you want to share with the college community.**

The Interior Design program continues to make connections with the local community with public works projects. In the past year our students have had the opportunity to work with a client whose home was completely destroyed by the Cedar fire. The retired woman had MS and her insurance paid back only a portion of what she had lost. The budget was restrictive and with her health issues as well as the constraints of rebuilding to new code restrictions it presented a serious challenge. Final presentations were given face to face with the client and involved drawings, specifications, and color boards. Palomar students' engaged in the rehabilitation the Vista homeless shelter as well. In addition, a faculty member and former Interior Design students worked on the Habitat for Humanity project in Escondido. These connections make design about genuine problem solving and are a relevant part of the community.

Another accomplishment is that one of our faculty members is now certified by Leadership in Energy and Environmental Design. Sande Andre became accredited in 2007 through the LEED Accredited Professional Exam. This accreditation enables an individual to facilitate the rating of buildings with the various LEED systems. Professional Accreditation is administered by the Green Building Certification Institute.

Another Interior Design faculty member, Lori Graham, was selected to represents all the community college Interior Design programs at the Statewide Advisory Committee for the Chancellor's Office. Being a representative from Palomar College on this advisory board is a great mark of respect and distinction for our program.

**8. Are there other resources (including data) that you need to complete your discipline review and planning?**

VTEA monies have been set aside for us to track and access pertinent information about our interior design students via a web questionnaire. The shaping of the questionnaire and information is ongoing. This allows us to directly engage in follow up surveys once the students leave our program. Tracking student success after placement will be more accurate as a result of this follow-up and accountability survey.

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

10. Other comments, recommendations:

Please identify faculty and staff who participated in the development of the reviewer's planning:

Lori Graham, Professor, Interior Design \_\_\_\_\_

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Sande Andre, Associate Professor, Interior Design and Drafting Technology \_\_\_\_\_

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Department Chair/Designee Discipline Review and Signature

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Date

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Division Dean Review and Signature

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Date

\* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

\* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.