# Program Review and Planning

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review  is about documenting the plans you have for improving student success in your program and sharing that information with the community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

We are using the Strengths, Opportunities, Aspirations, Results (SOAR) strategic planning technique  to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.

## BASIC PROGRAM INFORMATION

**Academic Year**
2018-2019

**Are you completing a comprehensive or annual PRP?**
Comprehensive

**Department Name**
Design and Manufacturing Technologies

**Discipline Name**
Interior Design (ID)

**Department Chair Name**
Dennis Lutz

**Division Name**
Career, Technical and Extended Education

**Website address for your discipline**
https://www2.palomar.edu/pages/interiordesign/

**Discipline Mission statement**
The mission of the Interior Design program is to prepare students for employment in an interior design or architecture firm and/or  transfer to a four year program by educating them in the elements and principles of design, business applications, residential and commercial design processes, drawing techniques, and computer software used in the field.

**(click here for information on how to create a mission statement)**

**Does your discipline have at least one degree or certificate associated with it?**
Yes

**Are any of your programs vocational (CTE/CE)?**
No

**List all degrees and certificates offered within this discipline.**
AS, Certificate of Achievment

**Please list the names and positions of everyone who helped to complete this document.**
Jessica Newman

**Full-time faculty (FTEF)**
1

**Part-time faculty (FTEF)**
4

**Classified & other staff positions that support this discipline**
Yesenia Zermeno Gamble; Academic Department Assistant

**Additional hourly staff that support this discipline and/or department**

# PROGRAM INFORMATION

# PROGRAM OUTCOMES

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

*Programs will be able to complete program completion and outcome questions.

**How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?**
The program learning outcome is: A successful student is prepared for professional employment and career advancement in
interior design. A workforce ready portfolio is produced as part of the program.

This is a good program outcome, however, currently, there is no dedicated portfolio class, but this is something that I would like to add to the program in order to reach this program learning outcome successfully for each student. I plan to focus on students creating a professional entry-level portfolio upon completing the ID program at Palomar. The design portfolio is required for every interview with a design firm, and determines whom will get hired. A portfolio is also required for transfer to a four year program. A portfolio is a summary of the student's skills in a visual format, packaged professionally. This is also a perfect method for us to assess our student outcomes.

**Describe your program's plan for assessing program learning outcomes.**
Creation of a rubric of specific skills shown in the portfolio for each student as a method of assessing the program learning outcomes.

The most important part of this plan is to add two classes to the curriculum. 1) A portfolio class, at the end the student's education, focusing on graphic design and creating a professional package, including a resume. 2) A visual communication class, which will create content specifically for the portfolio as well as other classes (this class used to exist in our curriculum, but was removed).

**Summarize the major findings of your program outcomes assessments.**
The only assessment conclusion that I found was from 3/17/18: "Advanced students that have had three or four interior design classes have added to their professional portfolios. When reviewed in the specific classes their portfolios were impressive and well above the rubric."

**Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?**

It appears that there has not been much assessment of the program outcome, which is something that I would like to change. Once we add the portfolio class, I would like to invite professionals in the field, as well as ID faculty, to assess the student portfolios with a rubric.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)

- [CSU GE Requirements](#)

- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess.[Click here for a link to Palomar's GE/ILOs.](#)

**How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.**
1) Communication
   a. Written: ID 120 and ID121 History of Decorative Arts I and II require written research presentations. ID 121 History of Decorative Arts I assignment compare/contrast two styles, cite sources in APA style, two non-internet sources required.
   b. Oral: All design classes require presentations in front of the class, and for some final presentations to a professional jury; ID 100 Interior Design, ID 140 Residential Design, ID 141 Commercial Design, ID 170 Space Planning
   c. Visual: All design classes require visual communication for students to communicate their design concepts. ARCH 105 Architectural Drafting, ID 100 Interior Design, ID 150 CADD, ID 140 Residential Design, ID 141 Commercial Design, ID 170 Space Planning

2) Computation
   b. Inquiry and Analysis: All design classes use a process of explore issues through the collection and analysis of evidence (a design program) that results in informed conclusions (a design solution). ID100 Interior Design, ID 140 Residential Design, ID 141 Commercial Design, ID 170 Space Planning

3) Creative, Critical, and Analytical Thinking
   a. Critical Thinking:  All design classes use a process of analyzing, synthesizing, and/or evaluating (schematic design diagrams)  information gathered from, or generated by, observation, experience, reflection, reasoning, or communication (a design program)  as a guide to action (informing a design concept and/or solution). ID100 Interior Design, ID 140 Residential Design, ID 141 Commercial Design, ID 170 Space Planning
   b. Information Literacy:  ID 121 History of Decorative Arts I assignment compare/contrast two styles, cite sources in APA style, two non-internet sources required. All design classes require research on client and site. ID100 Interior Design, ID 140 Residential Design, ID 141 Commercial Design, ID 170 Space Planning

**Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.**
I did not find any course outcomes assessments relating to the General Education/Institutional Learning Outcomes.

# PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

**List the number of completions for each degree/certificate for the previous year.**
AA 1
AS 7
CAL 1

**Have your program completions Increased, decreased, or stayed the same over the last 5 years?**
Increased

**What factors have influenced your completion trends?**
As a new faculty member, I am not sure. I feel that I can help increase completion rates by acting as an advisor to all students in the program. Also, I believe a lot of students are finishing the program without filling out the paperwork to officially get their degree/certificate (because they don't know about it)! This is something that can be easily fixed, by talking about the paperwork in the second year class, and having the forms available to students. This will be increasingly important, as it is a metric that will be used by the state regarding financing.

**Are the courses in your discipline required for the completion of other degrees/certificates?**
No

**Do you have programs with 7 or fewer completions in the last 5 years?**
Yes

**What steps are you taking to address these completions?**
1) Redesigning the curriculum
2) Setting up transfer agreements with leading 4 year schools in the area
3) Ensuring that students exit the program with a professional entry level portfolio.
4) Making sure students complete the required paperwork

**What is your program standard for program completion?**
83.0%

**Why did you choose this standard?**
This is last year's success rate

**What is your Stretch goal for program completion?**

85.0%

**How did you decide upon your stretch goal?**
Higher than standard, but within reach.

# ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

**What was your efficiency trend over the last 5 years? Was it expected?**
389 WSCH/FTEF
96% fill rate

**What factors have influenced your efficiency trends?**
According to the data, students are more successful in on-ground classes than online classes.

**Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue?  Does this level of efficiency meet the needs of the program and the district?**
I don't believe so. As we grow the program I'd like to be able to offer classes more often, as some are now offered once per year, or less.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of success rates.  These standards represent the lowest success rate deemed acceptable by the College.  In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

**[Click on this link to review the course success rates (A, B, C, or Credit) for your discipline.](#)**

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website [https://www2.palomar.edu/pages/ssec/](https://www2.palomar.edu/pages/ssec/) )

# COURSE INFORMATION

# COURSE SUCCESS AND RETENTION

**What is your program's standard for Discipline COURSE Success Rate?**
83.0%

**Why did you choose this standard?**

This is the standard discipline course success rate

**Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?**
Increased

**Was this expected?**
As a new faculty member, I cannot comment, but moving forward we will continue to increase our success rate by keeping students engaged in their coursework.

**What is your Stretch goal for COURSE success rates?**
85.0%

**How did you decide upon the goal?**
higher than standard, but within reach

**Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?**
Increased

**Was this expected? Please explain.**
Retention is very high, 93%

**Are there differences in success or retention rates in the following groups? (choose all that apply)**
Age

**Age: Why do you think age differences exist? What do you need to help close the gap?**
According to the data, the older the student, the more successful they are. I believe this is a matter of maturity and time-management skills.

**Are there differences in success/retention between on-campus and online courses?**
Yes

**Do you have any best practice methods you use for online courses to share with the community?**
I reach out to students via email that are not involved in class, or not handing in assignments. I invite them to come to my office hours to go over concepts they are struggling with.

**Please explain.**
I believe that letting students know that I see them, I am interested in their success, and I'm here to help, keeps them engaged in the class.

# COURSE OUTCOMES

**How is course assessment coordinated across sections and over time?**
As a new faculty member, I cannot comment on the current method.

**How have you improved course-level assessment methods since the last PRP?**
As a new faculty member, I cannot comment. Moving forward, I would like to streamline the course-level assessment methods, and make sure that all ID faculty are on board.

**Summarize the major findings of your course outcomes assessments.**
I see the course outcomes, but I am unable to find any assessment outcomes. I don't think that information about course outcomes has been entered to the database. Moving forward, this is something that I'd like to

change. I would like all ID faculty to have access to the course outcomes assessment.

**Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?**
I believe the student learning outcomes could be better aligned with each class. As the new program advisor, I plan to meet with the rest of the ID faculty and go over the outcomes for each class. This is especially important because many of classes/curriculum have changed recently. According to TracDat these outcomes were identified in 2010/2011.

**What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?**
NA

# PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion.  Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.

- Engaging and applied learning experiences.

- Effective instructional practices to support students in achieving success.


**How do your course outcomes help your students achieve their program outcomes?**
All course work culminates in a professional portfolio, which is the program outcome. Skills and concepts are introduced in lower level classes; ID100 Interior Design, Arch 105 Basic Architectural Drafting, ID 120 History of Decorative Arts, ID 105 Materials and Resources, that are carried through to higher level classes for a deeper understanding; ID140 Residential Design, ID141 Commercial Design, ID 170 Space Planning. The final design portfolio, which is the program outcome, is a showcase of the student applying the skills and concepts to their own coursework.

**How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?**
Degree maps, available online, show how these classes build on each other. Currently classes are are scheduled on a rotating basis. As we add grow the program, I would like to add more classes, so that students have more flexibility to begin the program in the Spring, for example.

**What is your departmental strategy on how you schedule your courses including the time of day you offer courses?  Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?**
As I am new here, I have not put together a schedule yet. I am not aware of fast track or block scheduling being used. I believe what is driving our scheduling at the moment, is availability of classroom space. We currently share a classroom with the architecture department, and therefore have to schedule classes around each other. It would be ideal to have another classroom so that we can run more classes.

**How do you work with other departments that require your course(s) for program completion?**
I am not aware of any departments that require our courses for program completion.

**Does your discipline offer cross-listed courses?**
Yes

**How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications?  How do you coordinate course scheduling?**
I am always meeting with the program adviser for the Architecture department about how to improve our curriculum. The classes we share are Arch 105 Basic Architectural Drafting, ID 150/Arch 150 Computer Aided Drafting for Designers (Autocad) and beginning in Fall 2019: ID 151/Arch 202 Advanced Computer Aided Drafting for Designers (Revit)

**Are there curriculum concerns that need to be resolved in your department? What are they?**
Yes, we need to add two classes to successfully achieve our program outcomes; a portfolio class in the last semester, and a visual communication/presentation techniques class in the first semester. We also need to change some of the names of classes to better reflect the content: ID 100 Interior Design to ID 100 Introduction to Interior Design, ID 145 Kitchen Design to Kitchen and Bath Design, ID 150 Computer Aided Drafting for Designer to Introduction to Autocad and ID 151 Advanced Computer Aided Drafting for Designers to Introduction to Revit.

**Are there courses that should be added or removed from your program - please explain?**
In order to make room for the new classes, I propose moving the ID 121 History of Decorative Arts class out of the required classes, and instead have it as a recommended elective. This class is already listed as a general education class, and has students of various majors. The second class that could be eliminated, in order to keep our credits to 30, is the ID 130 Light and Color class. I believe this class material could be integrated into the other design courses.

**How is the potential need for program/course deactivation addressed by the department?**
As a new faculty member, I don't know how it has been done in the past. Moving forward, we will plan our curriculum with input form our Professional Advisory Committee, and keeping current with the Council for Interior Design Accreditation.

**Is your department pursuing non credit or not-for credit options at this time?**
No

**Are there areas you would like to expand?**
As stated above, a Portfolio class that will acheive our program outcome, and a visual communication class, as our students lack drawing skills.

**Click here for information about [Noncredit](#) and [Community Education](#)**

**Is your department offering online classes?**
Yes

**How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?**
The only classes we offer online are the introductory class ID100 Interior Design, and the History of Decorative Arts class. It is very difficult to have interior design classes online, as they are hands-on studio classes rather than lecture based (with the exception of History). ID 100, although ideally taken in person, offers an introduction to the program and the field. If students enjoy the class, they can continue the program with on-ground classes.

**Describe other data and/or information that you have considered as part of the evaluation of your program**

I would also like to align our student learning outcomes with the Council for Interior Design Accreditation (CIDA). CIDA is an international non-profit organization that accredits postsecondary interior design education programs in the United States and Canada. All of the top Interior Design programs are CIDA accredited (including SDSU, which is a school our students may be interested in transferring to). CIDA does not accredit 2 year programs, but we can use their standards as a framework, since they are the industry standard. I plan to send CIDA's standards to our faculty, to see which standards are being met in each class, so that we can identify gaps in our program.

# CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how _**all**_ of our programs connect to future careers.

Go to this website https://www.onetonline.org/ and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

**What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?**
Interior Designers
Architecture Teachers, Postsecondary
Merchandise Displayers
Commercial and Industrial Designers
Architectural Drafters
Set and Exhibit Designers
Architects
Landscape Architects
Upholsterers
Model Makers
Lighting Designers
Sales Representatives for Interior products

**What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)**
Knowledge:
Design — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
Building and Construction — Knowledge of materials, methods, and the tools involved in the construction of houses, buildings.
Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment.
English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
Fine Arts — Knowledge of the theory and techniques required to produce, works of visual arts and sculpture.
Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics.
Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people and property.
Computers and Electronics — Knowledge of computer hardware and software.

Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation.

Mathematics — Knowledge of arithmetic, algebra, geometry, and their applications.

Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, designing forms, and other office procedures and terminology.

Communications and Media — Knowledge of communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

Skills:

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

Speaking — Talking to others to convey information effectively.

Service Orientation — Actively looking for ways to help people.

Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.

Writing — Communicating effectively in writing as appropriate for the needs of the audience.

Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Coordination — Adjusting actions in relation to others' actions.

Persuasion — Persuading others to change their minds or behavior.

Negotiation — Bringing others together and trying to reconcile differences.

Operations Analysis — Analyzing needs and product requirements to create a design.

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Time Management — Managing one's own time and the time of others.  .

Mathematics — Using mathematics to solve problems.

Abilities:

Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

Near Vision — The ability to see details at close range (within a few feet of the observer).

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

Visualization — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.

Written Comprehension — The ability to read and understand information and ideas presented in writing.

Speech Clarity — The ability to speak clearly so others can understand you.

Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.

Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

Written Expression — The ability to communicate information and ideas in writing so others will understand.

Speech Recognition — The ability to identify and understand the speech of another person.

Visual Color Discrimination — The ability to match or detect differences between colors, including shades

of color and brightness.

Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.

Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

Selective Attention — The ability to concentrate on a task over a period of time without being distracted.

Far Vision — The ability to see details at a distance.

Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

Flexibility of Closure — The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.

Mathematical Reasoning — The ability to choose the right mathematical methods or formulas to solve a problem.

**How does your program help students build these KSA's?**
In the Interior Design program we use the Interior Design Process to solve complex design problems. The design process encompasses many of the above skills:

1) Programming: Gathering information on the client and the site through interviews, observation, and field measurements.

2) Schematic Diagrams: Organizing information from step one. Extracting important data and organizing in charts, matrices, and relationship diagrams, to make linear information visual.

3) Design Development: Choosing a design concept and direction. Developing the design solution details.

4) Construction Documents: Creating working drawings that are to scale, that could be given to a contractor to build a space.

5) Contract Administration: Using contracts to procure materials, furnishings, equipment, etc for a project. Legal and ethical obligations of the designer.

**Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?**
Yes

**What have you done to integrate work-based learning?**
We offer internships in our program. It is an elective now, but I would like it to be a preferred elective for the Gen Ed requirements (if that is possible).

**How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?**
Having experience in the field is great for student resumes. Students learn aspects of the job in an internship that we don't do in class, for example; client meetings and site verification.

**How do you engage with the community to keep them apprised of opportunities in your program?**
Regular meetings with community partners at interior design events. I also email contacts regularly when I know a student is looking for an internship. I encourage students to join ASID (American Society of Interior Designers) and IIDA (International Interior Design Association) as student members for networking opportunities. I am also working on having our school accredited by the Nation Kitchen and Bath Association which will give our students access to their internship and job opportunities.

# Program Goals

In the previous sections, you identified opportunities for improvement.  Using these opportunities, develop 3-year SMART goals for your department.  Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or the College's strategic

[plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

# Goals

## Goal 1

**Brief Description**
Revise Curriculum/Add two classes

**Is this a new or existing goal?**
New

**How will you complete this goal?**
I will attend the curriculum training session on 4/10/19, and 5/8/19.  Update curriculum changes in CurricUNET. Review curriculum changes with Professional Program Advisory Committee at our meeting on April 26th. Curriculum changes are reviewed, and hopefully implemented for 2020.

**Outcome(s) expected (qualitative/quantitative)**
Students will have a portfolio when they graduate which they can use for job interviews and/or transfer to a 4 year year program. The addition of the visual communication class will create content for the portfolio, as well as, skills for subsequent classes. The portfolio class will cover graphic design and organization of content into a professional package. Both classes may be cross-listed with the Architecture department, as they currently offer a visual communications class, and are interested in adding a portfolio class. Content could easily be focused on both majors.

This will also make us more competitive with our main competitor; Mesa College's ID program. Mesa's AS program is 60 credits, and has 3 classes/9 credits in visual communications. I believe we need at least one class for our students to graduate with similar portfolios.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**
The college's mission statement states that we support and encourage students who are pursuing transfer-readiness, general
education, basic skills, career and technical training. The addition of these two classes will increase both transfer-readiness and skill development that is directly related to what they will need in the field.

**Expected Goal Completion Date**
7/1/2019

## Goal 2

**Brief Description**
Get the ID program accredited by the National Kitchen and Bath Association

**Is this a new or existing goal?**
New

**How will you complete this goal?**
Contact NKBA for direction (already completed, waiting to hear back). Follow their guidelines for pursuing

accreditation. (Without knowing what this will entail, it is hard to put a completion date). It is very likely that there is a cost associated with this.

**Outcome(s) expected (qualitative/quantitative)**
NKBA is a nationally recognized professional organization for interior designers. Again, our main competitor, Mesa College's ID program, is NKBA accredited, so having the same qualification will make us more competitive with them. It is also a qualification that students can put on their resumes. Having a seal of approval from NKBA will give our program legitimacy.

From the NKBA website, some other information (I am especially excited about the internship opportunities for our students):

By joining the NKBA, your school and its educators can take advantage of the many benefits of membership, including new offerings that will be coming online in phases over the next several months such as; web presence exposure for your school through a profile page on the NKBA web site, plus the NKBA Affiliated School logo for the school's own site; participation in an online community tailored to educators with discussion forums, lesson plan repositories, best-practice guides, curriculum and other resources, as well as an online forum to network with other educators in similar fields.

Educators at affiliated schools will also be able to utilize an internship portal currently in development, attend educator-focused in-person forums and virtual meetings, and take advantage of mentoring by experienced program coordinators. NKBA membership for the school and its educators is free, and discounts on NKBA Professional Knowledge publications and at the KBIS trade show are available. Schools also get the benefit of professional review of two student kitchen and bath drawing samples annually at no charge.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**
The college's mission statement states that we support and encourage students who are pursuing transfer-readiness, general
education, basic skills, career and technical training. The addition of NKBA accreditation will add another layer of credibility to their resumes.

**Expected Goal Completion Date**
1/1/2020

# Goal 3

**Brief Description**
Better align our Course Learning Outcomes with each class.

**Is this a new or existing goal?**
New

**How will you complete this goal?**
Meetings with the entire ID faculty to go over the process for changing the CLO's for their classes.
Review the Council for Interior Design Accreditation (CIDA)'s learning outcomes as a guidline.

**Outcome(s) expected (qualitative/quantitative)**
I think it's been awhile since this process has happened, and it's time to revisit the CLOs, especially in light of the recent (and upcoming) course changes.

**How does this goal align with your department mission statement, the college strategic plan, and**

**/or Guided Pathways?**
Clarifying the CLOs will halp with Guided Pathways, which states that "students wish to move through our system efficiently, get the courses they need to transfer or obtain a career in a reasonable time frame."

**Expected Goal Completion Date**
1/1/2020

# STAFFING AND RESOURCE NEEDS

**Instructions**

1. Refer to [Strategic Plan](#).
2. See [Data](#).
3. See career info (In PRP)

**Are you requesting additional full-time faculty?**
No

**Are you requesting additional Staff, CAST or AA?**
No