# Instructional Program Review 2018/19 (Comprehensive)

### **Interior Design**

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### General Information (Instructional Program Review 2018/19 (Comprehensive))



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### 2018/19 Instructional Program Review

### Program Review Data and Resources

### Submission Information (REQUIRED)

Lead Writer: Amy Aswell, Sarah Kim

• Liaison: Mark Abajian

• Department Chair: Ian Kay

• Manager/Service Area Supervisor: Charles Zappia

• Is this a CTE program? Yes

### Faculty/staff (REQUIRED)

- Number of T/TT Faculty 2
- Number of Adjunct Faculty 7
- Number of sections taught by T/TT Faculty 8
- Percent of FTEF taught by T/TT Faculty 40%
- Number of Pro-Rata Faculty 0

### Program Mission (REQUIRED)

#### **Program Mission:**

The mission of the Interior Design program is the advancement of the quality of life within the built environment. The program promotes the development of creative problem solvers who consider the impact of interior design decision-making with effective sustainable practices. To be competitive, the program promotes effective communication technically, visually, and professionally with all members of the built environment industry and the public.

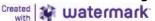
b. How does your program mission support the mission of the College?

The comprehensive Interior Design Program aligns with Mesa's Mission, Values and Strategic Goals. Mesa's Mission supports student learning and achievement leading to degrees and certificates, workforce training, and transfer education. Our program offers both an **AS Degree** as well as a **Certificate of Achievement** to meet different student career goals. For many years, Interior Design has been one of the top Certificate of Achievement granting programs at Mesa College.

With a strong Work Experience program component, many of our students are **hired directly into the workforce** upon graduation. Our NKBA affiliated program allows graduates to take their certification tests years earlier because of the education students receive in our program to permit them to become Certified Kitchen or Certified Bath Designers. Graduates of our program are also eligible immediately upon graduation to take the IDEX, which when combined with subsequent industry work experience, will allow them to become a Certified Interior Designer (CID) in California. Our 60 unit in the major AS degree permits graduates to sit for the national NCIDQ exam which, in some states, is a prerequisite to being Registered or Licensed and is a requirement to become a professional member of two national design organizations, ASID and IIDA.

For students who do not have prior Bachelor Degrees and wish to **transfer**, the program has an articulation agreement with SDSU. For students wishing to receive a Bachelor of Fine Arts Degree in Interior Design (instead of an Art Degree with an Emphasis in Interior Architecture at SDSU), the program has an unofficial transfer agreement with Design Institute of San Diego that is reviewed each year. These two agreements are very helpful to the students in our community who, for many reasons, are unable or unwilling to leave San Diego to complete their Interior Design education at the Bachelor Degree level.

Mesa's mission includes leadership and responsibility to effect positive change within our community. Our **very active Mesa Interior Design Club**, with a strong advisory component by faculty and design industry leaders, regularly commit to



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non-profit work in the community which provides leadership opportunities on campus as well as the community at large. Students are also encouraged to join the professional design organizations as student members and to become active in their chosen field and community. All Mesa Interior Design students have the ability to become as involved as they wish to be in the club and professional organizations such as NKBA, ASID and IIDA. The success of the Interior Design students at Mesa is not only measured by the degrees and certificates awarded but by the degree to which they learn to become involved with the design community and profession as a whole.

The Interior Design Program believes in and supports **Mesa's Strategic Directions.** We offer New ID Student Orientations, foster a strong student/counseling connection, hold an annual Year End Exhibition for the students and the community including student awards of excellence, attend conferences, support faculty with professional growth opportunities and innovative classroom practices and, most importantly, support sustainability in the built environment. All courses include the relationship of how design and architecture impact the environment and our resources. The interior design students may take some of the Architecture and Building Construction Technology courses (including the course on sustainability and model building) as electives to encourage collaboration with all involved professionals in the built environment.

The Mesa College Catalog includes the following goals, emphasis and career options for Interior Design:

#### **Program Goals**

The program provides students with technical knowledge and skills, creative problem solving, environmental applications and business practices that will allow them to enter the profession of Interior Design. The program is designed for students wishing to complete an A.S degree or Certificate of Achievement in Interior Design or for students planning on transferring to a university leading to a Bachelor Degree. The A.S.degree is recommended for students planning to take the National Council for Interior Design Qualification (NCIDQ) exam or the California Council of Interior Design Certification (CCIDC) IDEX exam. For more information on the program and suggested course sequence, visit our website at <a href="https://www.sdmesa.edu/interior-design">www.sdmesa.edu/interior-design</a>.

#### **Program Emphasis**

The program offers a comprehensive and professionally relevant curriculum. Emphasis is placed on the fundamental relationship between interior design, architecture, and the visual and decorative arts. Students prepare drawings and documents to communicate design intent with other professionals in the field as well as to protect the health, safety and welfare of the public.

#### **Career Options**

The field of interior design encompasses many possible career choices for students. Students study residential and commercial design, lighting design, textiles, and computer aided design. The program encourages students to explore and attend many professional organizations, such as ASID, IIDA, IFDA and NKBA, which continuously exposes them to the many professional areas of design. The program is affiliated with the National Kitchen and Bath Association (NKBA) and many graduates enter the kitchen and bath industry.

### Program Overview (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Program Overview Section (See appendix)

### **File Attachments:**

- 1. Advisory Meeting Minutes\_2017 April.pdf (See appendix)
- **Markov** Curriculum (REQUIRED)

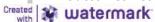
Form: 2018/19 Comprehensive Program Review Instructional Curriculum Section (See appendix)

### Outcomes and Assessment (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section (See appendix)

#### File Attachments:

1. Outcomes Assessment Schedule - Interior Design.pdf (See appendix)



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## Form: "2018/19 Comprehensive Program Review Instructional Program Overview Section"

**Created with**: Taskstream

Participating Area: Interior Design

### (REQUIRED) Program name

Interior Design

### (REQUIRED) Program strengths

Discuss strengths of the program.

The Interior Design Program has continued their excellent reputation within the industry in San Diego. Interior design firms, architectural firms with interior design studios, and showrooms for interior products all hire our students and graduates. These businesses often contact our department and adjunct faculty directly to request that our students and graduates apply for open positions. For example, our student graduates have been hired at commercial design firms specializing in office tenant improvements, architectural/design firms specializing in educational complexes (such as Mesa College's Design Center and the new Social Behavioral Sciences Building), a design firm specializing in yacht design, model home design firms, hotel design, contemporary design furniture showrooms, lighting design showrooms, and many high-end residential design firms including those that specialize in kitchen and bathroom renovation. In addition, many of our graduates begin their own design firms after first gaining industry experience. Many of our graduates who go on to establish their own design firms then contact our program seeking student interns and full-time employees as they have first-hand experience with the quality of the program.

In addition to hiring our graduates, the interior design community actively supports our work experience program. Approximately 12-15 students each year work as either a paid or unpaid intern at design firms and showrooms in San Diego County. Our students use these experiences as stepping-stones to paid positions, adding the positions to their resumes, and including professional work completed during internships in their portfolios.

This year the National Kitchen and Bath Association (NKBA) awarded our program 'College of the Year' for excellence in technical merit in student kitchen and bath design. Our program was chosen from 300 entries, many of which came from four-year Interior Design programs. Although the NKBA no longer accredits Interior Design programs, this year we retained our status as an NKBA affiliated school.

Our graduates qualify on an educational basis to take the IDEX exam to become a Certified Interior Designer in California. The exam is available to them upon graduation. Graduates of our 60 unit in the major AS Degree also quality to take the National Council for Interior Design Qualification (NCIDQ) exam that is the qualifying exam to become a professional member of the American Society of Interior Designers (ASID) or the International Interior Design Association (IIDA). In addition to passing the exams, prescribed years of work experience are required. Those students taking the educational path to become an Associate Kitchen and Bath Designer (AKBD) may replace or reduce the work experience requirement to qualify to take the exam when they graduate.

The Mesa Design Center, with its up-to-date computer and software programs, has become a strength of the program and department. Students who graduate from the Interior Design

program have acquired technical skills (AutoCAD, Revit, SketchUp, Podium, Photoshop, InDesign, Illustrator, etc.) that are in great demand in this profession in addition to their excellent design skills.

### (REQUIRED) Program challenges

Discuss challenges to the program.

There are many challenges to the Interior Design Department. For the last five years, there were four full-time faculty who left the program due to retirement, new career opportunities, and for personal reasons. In Fall of 2018, two new full-time faculties were hired, but transitions and trainings were limited due to non-existance of continuing full-time faculty in the program. The two new full-time faculty members are barely able to keep up with all the demands of the program, deadlines, technology, advisory roles and other duties that our relevant Career Technical Education program requires. It is an understatement to say that teaching between 15-20 hours a week in the classroom, handling two year curriculum cycles, completing SLO's, Program Reviews, maintaining the Design Center facilities, advising a very active student design club, advising new and continuing students, maintaining an Internship Program, remaining current with educational training and trends, attending conferences, and establishing and continuing outside relationships with the professional design community, etc is extreme. The volume of paperwork, report writing and computer knowledge expected today has vastly increased over the years and there appears to be no relief on the horizon. This of course only adversely impacts the quality of education we are able to provide to our students.

As a CTE program, and as our Interior Design program's reputation continues to grow, students transfer here from other schools and need counseling, scheduling and career guidance. The Mesa Counseling Department is exceptional and we appreciate all that they do for all of our students, however, the amount of time that the full-time faculty members spend evaluating transfer work, filling out petitions, and advising ALL new and continuing students takes a lot of time. Being up-to-date in the profession and having a presence in the San Diego design community takes a lot of time too.

A specific challenge is to provide our faculty members with the means to enhance their understanding of emerging trends in the profession. Attending conventions, conferences, seminars, workshops, etc provide faculty with the necessary tools to enhance the classroom experience through integration of seminar and workshop content into the curriculum. The travel budget of approximately \$200 for each full-time faculty member and \$0 for adjunct faculty members severely limits what conferences and forums we can attend. It is crucial for full-time faculty to attend the yearly IDEC (Interior Design Educator's Council) Conference as well as ongoing technical conferences to remain relevant in the field. The majority of employers in Interior Design do not provide comprehensive training in the use and application of new and emerging software. Graduates entering the workforce are expeted to have these computer skills and apply them to various Interior Design projects in the office environment. In general, the ability to perform a variety of tasks utilizing software programs such as Revit, AutoCAD, SketchUp, Podium, and Adobe Creative Suite are considered esential for entry-level employment in virtually all offices today. Providing this learning experience for our students, who intend to enter directly into the workforce, is of utmost importance.

A continuing challenge has been the troubleshooting and day-to-day maintenance of the computer technology so essential to our program and department. At the start of Fall 2018 semester, the Design Center lost our dedicated IT specialist, James Jerowski, who was

highly responsive and trained to the specific software issues that arise almost daily in computer labs. With the hiring of a new dedicated Design Center IT specialist, we will be able to more quickly respond to trouble in the classroom, resulting in fewer interruptions to instruction and learning.

### (REQUIRED) External influences

Discuss external influences (Collegewide and beyond).

Relevant external issues to the Interior Design Program are varied. The economy continues to be a major factor in the success of graduates procuring employment in the field yet the outlook has been very promising for the past year. Many of our graduates have been recently hired full-time and quite a few were hired directly after completing their internships. The recent graduates compiled digital and physical portfolios that highlight their design abilities and technical/ computer skills. The importance of student computer skills cannot be overemphasized. Students' abilities in the field of interior design depend directly upon the software programs provided in the classroom. The Architecture and Environmental Design Department constantly needs to upgrade and maintain the software and related hardware which is very expensive. The ability for our students to be competitive and current in the profession is directly related to upgrades we receive for our current equipment, the IT support to maintain it, and the availability of adjunct instructors to teach the skills that are valued in the industry.

Our program is connected to the design community with student memberships in NKBA, American Society of Interior Designers (ASID) and the International Interior Design Association (IIDA). The program strives to maintain these relationships since they provide so many opportunities for career growth. Mentorships, career days, internship positions, etc. keep the program and the students well rounded and aware of all the career options they have with their degree in Interior Design.

There is much debate in the profession regarding who IS an Interior Designer, what they actually do, who may call themselves one, and how much education is necessary to enter the profession. Except in a few states, 'Interior Designer' title can be used by anyone in the United States, even by the ones without any education. In the state of California, the important title of 'Certified Interior Designer' or 'CID' is earned through a combination of a minimum of 60 units in Interior Design and professional work experience and successful completion of the IDEX exam. Mesa's 60 unilts in the major option allows our graduates to earn this important title through the CCIDC's minimum education requirement. A group of interior designers formed an advocacy to force legislation to allow the use of the 'interior designer' title to only qualified professionals with proper educations and license same as other occupations such as MD or CPA. Under this circumstances, the educational bar is constantly being raised and becoming a disadvantage to students who complete programs at the community college level even though they have been educating successful interior designers for many years. State and nationally recognized licenses, such as NCIDQ or CID, require completion of 60 units in interior design major, and it is extremely important that Mesa Interior Design program keeps offering 60-unit core courses to maintain success of the program. It is critical for faculty members to keep track of the industry and legislation changes because these external influences do impact our program tremendously. National and regional conferences by IDEC (Interior Design Educator's Council) are great resources for faculties. IDEC and CIDA (Council for Interior Design Accreditation) often discuss many issues of interest to interior design education. IDEC is a professional organization which hosts conferences for educators from all over the country and Canada to discuss major issues focusing on current design education, pedagogy, trends, as well as the effect of licensing in specific states. These conferences are importance to community colleges since many educational directions spring from these organizations. Frequently community colleges are not well represented in those conferences due to financial and time constraints, yet should be due to the vast number of design students who are completing their education at a CC. It has been quite challenging for our faculties to join the professional organizations and attend conferences due to

expensive membership fee and cost of traveling for conferences. Our program will keep request funding to support faculties to attend important conferences in order to maintain successes that Mesa interior design has made for many years.

We have been fortunate that the California Community College system has been supportive of alternative educational credentials and expanded AS Degree programs for many CT Programs such as Interior Design. The Interior Design Program must be constantly aware of legislative issues that may affect the program. These external influences can and do impact the education of our students.

### (REQUIRED) Areas of Focus

Describe one or more areas that your department is focusing on. You will refer to this response in the Program Analysis Section.

Interior design is a professional field requiring both creativity and technical skills. Our program has focused on providing quality and current technical educations to students. With other programs in Architecture and Environmental Design department, we have requested new versions of software and computers with capability to handle those programs every year. Additionally we have introduced new computer-based courses including 'Revit for Interiors' and 'AutoCAD for Interiors.' Advanced technical education and providing corresponding supports will be our continued focus.

Another area of focus is building a strong connection and with local design communities. As many of our students aim to find employment upon graduation rather than transfer to universities, interior design program envisions a tighter link to the design community which will provide more contacts for potential student internships and employment. Encouraging students to enter design competitions not only a short term vision, but a long term vision as well. As part of building community relationships, Mesa Design Center could increase visibility to practicing professionals by hosting professional meetings and activities where the students could also participate. This would dramatically increase our presence in the community. If the program could also find funding for professional quest speakers and juries, the students and faculty would greatly benefit.

The long term vision is for the Interior Design Program to become a Bachelor Degree granting program. The program could easily expand its unit requirement, become CIDA accredited as it was in the past, and ALL students could complete, in San Diego, a comprehensive, affordable, BA in Interior Design. SDSU is impacted, not comprehensive, will not accept students with prior bachelor degrees, and the BA degree is in Art, not Interior Design. The other BA degree granting colleges, regardless of their quality of education, are expensive, private and for-profit. We cannot change the fact that most of our students do not want to nor cannot leave San Diego to complete a BA degree in Interior Design. We could potentially be the premiere bachelor degree granting program in the greater San Diego area.

### The Following Questions are for CTE Programs ONLY.

Enter	пот аррисавте	ii youi	program is not CTE.	

(REQUIRED) Describe how the program's industry partners (including advisory

committee) assist with program improvement including curriculum advice. obtaining equipment, providing internships and finding or providing other

## funding (limit 500 characters) (P.N. 1.b.). Please upload Advisory Committee minutes from the last year here.

Enter "not applicable" if your program is not CTE.

The Interior Design Advisory Board meets twice a year; once formally and once informally at the year end exhibition when all the student work is displayed. The Advisory Board has been very supportive of the program and advises of current trends and developments that we should be made aware of in the profession and industry. They have been instrumental in helping garner money for student scholarships and hiring our students as interns in the INTE 270 Work Experience course.

(REQUIRED) Describe how your program connects to High Schools, Universities and Continuing Education, creating career pathways in your field. Include articulation, specific projects, collaboration with teachers/professors, etc. (limit 500 characters) (P.N. 3)

Enter "not applicable" if your program is not CTE.

INTE 270 (Work Experience) course is designed to connect students to career opportunities. Student experience hands-on trainings and professional work environment through internships. For students who are aiming for bachelors' degree, we hosted presentations from Boston Architectural College and Woodbury University in 2018 Fall. Future plans include inviting representatives of SDSU and Design Institute of San Diego for local transfer opportunites.

## Form: "2018/19 Comprehensive Program Review Instructional Curriculum Section"

**Created with**: Taskstream

Participating Area: Interior Design

### (REQUIRED) Program Name

Interior Design

### (REQUIRED) What degrees and certificates are offered?

Our program offers both an AS Degree as well as a Certificate of Achievement to meet different student career goals

## (REQUIRED) How many of each degree and certificate have been earned in the past 4 years?

There were a total of 101 AS Degrees and Certificates of Achievement awarded in the last four-year period from 2014 Fall to 2018 Spring. Of those 101 awards, 30 were AS Degrees and 71 were Certificates of Achievement. The Interior Design Program has consistently awarded some of the most Certificates of Achievement at Mesa College.

## (REQUIRED) If you have no (or very few) degrees/certificates, what other paths do you offer? (for example, GE, transfer)

In addition to the AS Degree and Certificate of Achievement, the Interior Design Program has an articulation agreement with San Diego State University. SDSU offers a Bachelor Degree in Art with an Emphasis in Interior Design. The program is impacted and students who have prior bachelor's degrees are ineligible for admittance. Many of the classes we offer are not offered in their program (ex. Lighting, Revit, Kitchen and Bath, Materials and Resources, Business Practices). There are three private colleges in San Diego that offer Interior Design Degrees. One of them, Design Institute of San Diego, has provided a transfer equivalency accepting 45 units of our Interior Design core requirements. We recommend this option to our students who desire a Bachelor's Degree in Interior Design, are unable to relocate, and have a prior Bachelor's Degree making them ineligible for or uninterested in admission to SDSU. However, the annual cost of these private colleges is prohibitive to most of our students.

### (REQUIRED) Have you developed any new courses in the past 4 years? Please give details.

The new courses created in the past 4 years include:

### INTE 135, AutoCAD for Interiors

Interior design students had been taking AutoCAD class from Architecture program before this course. INTE 135 was created to better serve the needs of interior design projects. Currently two sections are offered per semester: one at a center computer lab and the other as 100% online class.

### INTE 120, Revit for Interiors

Interior design students had been taking Revit class from Architecture program before this course. INTE 120 is tailored to better serve the needs of interior design projects. Currently two sections are offered per semester: one at a computer lab and the other as 100% online class.

### ARCH 231, Sustainability in the Built Environment

This course was created in collaboration with Architecture program. Three lecturers address different parts of sustainability during a semester, and an interior design adjunct teaches a third of the course.

## (REQUIRED) Have you made other curricular changes? (for example, renumbering, sequence change, co-reqs or pre-reqs)

Interior design program updated required prerequisite of <u>either</u> INTE 120 (Revit for Interiors) <u>OR</u> INTE 135 (AutoCAD for Interiors) for INTE 205 (Non-Residential Space Planning). This update will better prepare students to complete the complexity of the course program by producing professional construction documents.

Interior design program updated the list of elective courses in order to add Arch 115 (Architectural Model Making) class. With this change, it is expected to increase integration of interior design and architecture program as well as utilization of the new shop in the design center.

### The Following Questions are for CTE Programs ONLY.

Enter "not applicable" if your program is not CTE.

\_\_\_\_\_

## (REQUIRED) List any licensure and/or accreditation associated with your program.

Enter "not applicable" if your program is not CTE.

CID (Certified Interior Desginer)

NCIDQ (National Council for Interior Design Qualification)

LEED (Leadership in Energy and Environmental Design)

NKBA (National Kitchen and Bath Association)

### (REQUIRED) Indicate the program TOP codes for your AA, AS, COA and COPs.

Please find TOP Code Link in the Directions.

Enter "not applicable" if your program is not CTE.

AS/ COA- 1302.00

## (REQUIRED) Indicate the SOC codes and title associated with your program's AA, AS, COA and COPs.

Please find SOC Code Link in the Directions.

Enter "not applicable" if your program is not CTE 27-1025

### (REQUIRED) Select the sector associated with your program.

Link to sectors list: In process of being developed

• Other

## Form: "2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section"

**Created with:** Taskstream

Participating Area: Interior Design

### (REQUIRED) Program name

Interior Design

(REQUIRED) We are halfway through our 6-year cycle. Is your department/program on target to complete CLO assessment by Spring 2022? Please attach your schedule for CLO assessment, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

Please see attached CLO assessment schedule.

### (REQUIRED) Please list your PLOs.

### PLO1. Communication

Communicate with other professional members of the built environment demonstrating their specialized knowledge of interior construction, building codes, equipment, materials and furnishings, and sustainable and universal design principles.

### PLO2. Critical thinking

Apply critical and design thinking to identify and creatively solve problems relating to the function, aesthetics, and quality of the interior environment enhancing the health, safety and welfare of the public.

### PLO3. Information literacy

Perform services relative to interior spaces, including gathering information, programming, space planning, and the creation of drawings and specifications using current technology and practices.

### PLO4. Professional and ethical behavior

Demonstrate knowledge of professional and ethical practices in the field of Interior Design as well as exhibit awareness and an appreciation of cultural diversity regionally, nationally and globally. Demonstrate the ability to work independently and collaboratively within the design community.

## (REQUIRED) What progress have you made in your PLO assessment? Please attach your schedule, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

The target goals for PLO assessment:

- 1. Balance the program relating to PLOs through evaluating how courses fit together and eliminating redundancies and/or gaps in coverage of the learning outcomes if found.
- 2. Improve effectivenes of CLOs and PLOs based on student's evaluation. To be accomplished through the following steps: design surveys, collect student's feedback, analyze information, and make required adjustments in the CLOs and PLOs.

PLOs will be evaluated in Spring 2019 - Fall 2019:

### Spring 2019:

- Create and evaluate the curriculum map
- Design surveys, conduct evaluations and gather the data

Fall 2019:

- Analyse student's feedback and make adjustments in the CLOs and PLOs

## (REQUIRED) What have your completed assessments revealed about your courses or program?

The majority of assessment goals were achieved demonstrating that Course Learning Outcomes are successful in teaching skills required in the profession. The Course Learning Outcomes proved to be successfully aligned with Program Learning Outcomes in teaching communication, critical thinking, information literacy, and professional and ethical behavior. However, some goals requiring the mastery level of skills were not met and require additional support for students in learning and practicing computer-aided design software.

For INTE 120, Revit for Interiors, the cross-over assessment of both CLOs was designed based on the Final Course Project that evaluated the student's ability to generate, annotate and present a set of interior architectural documents using the Revit software. 91% of students were able to achieve CLO#1 and create three-dimensional models including architectural components, and 77% demonstrated proficiency (score of 80% or better) in CLO#2 through delivered interior architectural presentations. Instructors reported that spring 2017 demonstrated a high number of drops in the beginning of the semester due to no possibility of individual assistance from the instructor. Instructional learning assistant or tutor would rectify this situation and reduce the number of students withdrawing.

The cross-over assessment of all three CLOs for INTE 110, Materials and Resources, was also designed based on the Final Course Project. All students, who completed the project, presented it to a three person jury that included the course instructor and two outside professional interior designers. 88% of students demonstrated satisfactory achievement on the project (score of 70% or better), meeting the first target goal. However, only 53% reached proficiency or a higher level of mastery on the project (score of 80% or better); that was a lower result than expected for the second assessment benchmark. The assessment was designed to be rigorous and comprehensive, to subject students to the real world application of their knowledge base acquired at the mid-level of the program. It was noticed that the utilization of design software by students has increased steadily, and spring 2017 showed, for the first time, 100% of the class desired to use software to implement assignments. While work can be accomplished with the hand drafting method, it is apparent that use of design software is more efficient, and generally more versatile. Strengthening students' computer-aided design skills will increase a number of students reaching proficiency or a higher level of mastery on the final project.

In the other two course assessments, INTE 105 Residential Design and INTE 200 Kitchen and Bath Design, students demonstrated proficiency and met target goals for all CLOs by completing and presenting comprehensive design studio projects. However, the utilization of computer-aided design software by students has increased steadily, and additional computer studio time was needed for the students to complete a set of construction documents to meet the project deadline. Not all students own a computer and software needed for use at home. Consequently, students needed access to the computer labs and tutoring outside of normal class times requiring a qualified staff member to be present.

The assessment results revealed the need in addressing the following issues:

- To increase accessibility to computers and specialized software outside of classroom time to provide an adequate time for learning software, doing homework and working on studio projects (specifics of creative fields) for all students in the program.
- To provide additional support in computer classrooms and free tutoring service for students experiencing difficulties with software learning. The new tutoring program has started in 2018 fall to address the need of Architecture and Environmental Design department. However, tutors with required software skills (Sketchup, Revit, etc.) are still in need.

## (REQUIRED) If issues or problems were identified, what is your plan for implementing change?

We will continue developing and strengthening courses that teach computer-aided design software skills and their application to the practice of Interior Design.

The new course, INTE 135 (AutoCAD for Interior Design) and INTE 120 (Revit for Interiors) were launched in 2017. The courses were offered in two modes – standard face-to-face classroom instruction and 100% online course. We are planning to assess INTE 135 course learning outcomes in fall 2019 to analyze the effectiveness of the new course and make changes if needed.

In 2017, we requested funding to provide an access to online CAD Learning platform, and funding was granted for 100 licenses. They will be expired by the end of 2018, and new funding will be requested to continue to provide online learning modules that complement and reinforce classroom instructions.

### (REQUIRED) Based on your assessments, have you identified resource needs?

- Budget
- Equipment
- Facilities
- Faculty

### Please provide any other comments.

No answer specified

## Form: "2018/19 Comprehensive Program Review Instructional Program Analysis Section"

**Created with**: Taskstream

Participating Area: Interior Design

### (REQUIRED) Program name

Interior Design

## (REQUIRED) Using the data dashboards, discuss how students are doing in your program. Please refer to indicators of success, retention, persistence, etc.

The Interior Design program consistently demonstrates a higher success rate than the college overall. The average success rate over the past five years is 79%, which is above Mesa College's goal of 74%.

The program has had an impressive 27% growth in headcount over the past three years and is steadily growing. This is one of the highest growth numbers compared to other programs and the Mesa College in general. Enrollment has increased from 366 to 465 with a retention rate of 88% during the 2017-18 year. The program GPA average is 3.15, decreasing slightly from 3.17 from previous year.

In 2017/18, our analysis showed a lower success rate of 65% for INTE 135, AutoCAD for Interiors. INTE 135 is a computer-based course that many design students encounter to be challenging. A new AutoCAD tutoring system launched on 2018 Fall but only offered at LRC with limited availability. With the increase of computer-based courses offered in the program and the total number of students enrolled, the success rate of the courses are expected to struggle continuously.

Among the students completing Interior Design program, approximately 65% students obtain Certificate of Achievement and 35% students earn Associate of Science degree. Approximately 30% of entering students every semester have previous educational background with Bachelor's or higher degree, and majority of them aim to obtain a degree at the fastest track regardless of type of degree.

## (REQUIRED) How does your program help to prepare students for success beyond your classrooms?

Interior Design program has an active student club (MIDC), which encourages students to be successful and engage not only in the program, but also in the college life. In fall 2018, the club has 71 student club members. The students are involved in the college and program activities, travel, engage in local professional events, and participate in competitions and volunteer projects. Recently, the Interior Design club has won multiple prestigious awards including ASID residential design student award, NKBA best student project, and the annual IIDA Haute Couture Fashion Show. With MIDC, Interior Design program annually offer Professional Panel event, inviting successful industry professionals to share their advices and encouragements.

In 2018 Fall, Interior Design program planned 3D rendering workshops as a response to the immense and consistent requests from students. Once the funding is approved by Mesa

Innovations Grant committee, qualified students will be able to benefit from the free rendering classes which will increase student success in classes and employment.

The program has continued to offer a New Student Orientation during the first week of classes, an initiative that has been implemented earlier. A counseling staff member attends and gives an overview of GE courses and pathways, the student MIDC members give an introduction to the club and encourage the students to become members. A full-time faculty member gives an overview of the program and a welcome speech. We believe that this initial orientation and overview promotes student success, especially since new students cannot make a counseling appointment during their first semester at Mesa.

Additionally, the program has continued to support the students by encouraging them not to drop their classes due to the parking situation. The faculty send emails to new students in advance of classes, warning them of the problem.

## (REQUIRED) Given your stated area(s) of focus in your program overview section, has your program introduced new or different actions that may have affected changes in these indicators? Please describe.

A survey of the program's current students and faculty demonstrates a critical need in providing support for interior design students in learning and applying design software skills.

Interior Design program hired two new full time faculties and an adjunct faculty with current and advanced computer skills. A new tutoring program for architecture and interior design software has started in 2018 Fall to provide additional support. However, it has not been utilized effectively due to lack of tutoring for advanced software such as Revit and SketchUp and distanced tutoring locations from the design center. More than 80% of our students are women and 23% of the students are in the 40-49 and 50 and > age groups. The majority of these students experience "computer phobia" and require additional help to successfully learn required software and complete the program.

Additionally, it is continued challenge to increase accessibility to computers and specialized software outside of class to provide adequate time for learning software, doing homework and working on studio projects (specifics of creative fields) for all students in the program. Some students do not own a computer and specialized software that is necessary to complete mandatory assignments are pricey to purchase. The Mesa Design Center has five dedicated studio classrooms that are shared by the Architecture and Environmental Design Department; however, they are inaccessible without the presence of authorized personnel. High enrollment results in a class schedule with relatively tight time frames between classes between Monday - Thursday also limits computer availability. Adjunct faculty are working professionals and are unable to dedicate time outside of the class or office hours to be present and provide help as needed. Students frequently request access to the classrooms on Fridays or Saturdays when the rooms are not in use, yet no faculty member is available to supervise as required by the college. In this program review, we request 24/7 access to a computer lab with supervision for students working in computer-equipped studios outside of classroom time. In order to build stronger relationships with local design communities, faculties continuously have invited industry professionals to classes as guest speakers, guest critics, and panels for Mesa Interior Design Club events. In this program review, Interior Design program requests additional funding for travel and conferences. Faculty members will benefit from professional development and learn current pedagogies and issues relate to the field, and students will benefit from increased visibility and participation.

## (REQUIRED) Has your program introduced any new actions specifically focused on issues of equity? Please describe.

In 5-year average, 26.5% of our students are First Generation students who greatly benefit from the additional educational support we are striving to provide for our students (strong curriculum, student orientations, workshops, field trips, guest speakers, internship program, competitions, Interior Design club, etc.). The success rate for this demographic group has increased from 73% to 78%, the retention rate has grown from 83% to 87%, and GPA has been consistent at 3.06 over 5 years. The data support effort made by the faculty to close the equality gaps of underserved demographic groups in access to learning resources and educational success.

In 2017/18, 10 Interior Design students (2.6%) received DSPS provided services. Our program includes students with various disabilities (deaf and hearing loss, veterans, students with learning disabilities, etc.) that is not typical for the profession and requires more attention and special skills from faculty.

In Fall of 2018, full-time faculties applied for an Innovation Grant to fund an outside professional to teach 3-D Rendering programs Lumion and Podium as an enhanced workshop. If approved, while open to all, this measure will help those students who require additional time learning and practicing rendering programs, but who may not have equal access to expensive computer hardware and software programs outside normal class meeting time. Additionally, during the Fall 2018 semester, upon request by adjunct and students, full-time faculty have created open studio time outside of normal classroom meetings times to allow student access to drafting equipment and computers. This allows all students to have access to computer software required to successfully complete projects even if they do not have access to necessary technology at home.

## (REQUIRED) Describe the trends in enrollment for your program. What changes might you foresee in the next 2-3 years?

Census enrollment for the Interior Design program has steadily increased over the last 4 years from 336 students in the Fall of 2014 up to 435 in the Fall of 2018, and with 36% of enrolled students entering with a bachelor's degree already completed or higher. Of the enrolled students with previously earned college degrees, more than half reported an educational objective of career/vocational. 45% of enrolled students over the last 4 years are between the ages of 18 and 24 and approximately 22% are 40 and older.

Typically with the presence and persistence of a strong economy, enrollment in career technical programs decreases as there is greater economic opportunity and many potential students have stable employment. Given the consistency of enrollment growth in our program over the last 4 years, which has run counter to typical enrollment trends seen with an increasingly robust economy, we predict enrollment will continue to multiply at a rate of approximately 25 new students per year. When the economy begins to cool, which is likely to begin sometime during the next 2-3 years, we expect this annual estimate of growth to hold steady, and may increase as the job market becomes increasingly competitive.

## (REQUIRED) Are there any data sets that are not already provided in the dashboards that you could use to inform your program?

The additional data that could help to understand our program would be:

- Employment rate upon graduation and geography of employers
- Number of transfer students per program
- FTES with 12 units (rather than 15 units)

(REQUIRED) In what ways can the college support your program in our effort to encourage major and career exploration early on in a student's college experience?

No answer specified

### The Following Questions are for CTE Programs/Services ONLY.

Enter	пот аррпсавте	ii youi	program/service is not CTE.	

(REQUIRED) For CTE programs ONLY: Provide specific labor market information showing: 1) Number of jobs available or projected in San Diego County 2) Number of other institutions offering the program 3) How many Mesa students completed the program in the last three years 4) The pay rates for those in the industry (limit 500 characters) (P.N.2.A)

Enter "not applicable" if your program is not CTE.

1)

- 2) 3 Bachelor's and 1 Associate program in San Diego County.
- 3) 88 (AS and certificate)
- 4) According to the U.S. Bureau of Labor Statistics, mean hourly wage is \$27.99 and mean annual wage is \$58,210.

## (REQUIRED) For CTE Services ONLY: How are CTE students identified and tracked for service? (limit 500 characters) (P.N.2.B)

Enter "not applicable" if your service is not CTE.

No answer specified

(REQUIRED) For CTE programs/services ONLY: Upload the report from Launchboard that includes at least three (3) of the following Strong Workforce metrics for your BASELINE year.

Please use the Cal-PASS Plus Launchboard Link available in the Directions.

Refer back to Direction #3 to #6 on how to attach documents.

Strong Workforce Program Metrics

- a. Number of Enrollments
- b. Number of students Who Got a Degree or Certificate
- c. Number of Students Who Transferred

- d. Percentage of Students Employed in Two Quarters After Exit
- e. Percentage of Students Employed in Four Quarters After Exit
- f. Median Earnings in Dollars Two Quarters After Exit
- g. Percentage of Students Who Achieved a Job Closely Related to Field of Study
- h. Percentage Change in Earrings
- i. Percentage Who Attended a Living Wage.

Enter "not applicable" if your program/services is not CTE.

Please find the attachments.

## (REQUIRED) For CTE programs/services ONLY Upload the report from the CCCO Perkins site for the College Aggregate Core Indicator Information by 6 digit TOP Code.

Please use the Core Indicator Reports Link available in the Directions.

Refer back to Direction #3 to #6 on how to attach documents.

Enter "not applicable" if your program/service is not CTE.

Please find the attached report.

### Program Analysis (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Program Analysis Section (See appendix)

File	ttachments:
1.	ALL - Faculty Staffing Trend Data (See appendix)
2.	Cal-PASS Plus - Number of Enrollments.pdf (See appendix)
3.	Cal-PASS Plus - Student-Degree.pdf (See appendix)
4.	Course Retention Rate_INTE_1st generation.pdf (See appendix)
5.	Course Success Rate_INTE_1st generation.pdf (See appendix)
6.	INTE - AS Degree Data (See appendix)
7.	INTE - Certificate Data (See appendix)
8.	INTE - Course Retention Data (See appendix)
9.	INTE - Course Success Rate 135 (See appendix)
10.	INTE - Course Success Rate Trends (See appendix)
11.	INTE - Degree Award Data (See appendix)
12.	INTE - Faculty Staffing Trend Data (See appendix)
13.	INTE - Student Characteristics Summary (See appendix)
14.	Interior Designers_wage data.pdf (See appendix)
15.	Perkins Indicator Information_Interior Design_2018-2019.pdf (See appendix)

### Program Goals (REQUIRED)

Interior Design Program Goals 2018/2019	
Goal	
Goal	Mapping
334	Mapping
Ceiling Document Camera, Ceiling	CA- Mesa College Strategic Directions



Projector Replacement & Related Podium Upgrades in Z102 A major goal is the replacement of the ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors and related podium upgrades in the Design Center Auditorium, Z102. The current equipment is analog based and must be upgraded to a digital based system if we are to keep pace with industry standards.

It should be noted, that ceiling camera replacement and related podium upgrades will support faculty and students in all programs within the Department of Architecture and Environmental Design.

and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.4, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 6.1, CTE 2018/19: Perkins Permissive Use 10.20, Perkins Permissive Use 10.7, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 7, Strong Workforce Recommendation 2,

**Institutional Learning Outcomes:**Communication:, Critical Thinking:, Global Awareness:, Technological Awareness:

Ceiling Document Camera, Ceiling Projector Replacement, Podium Replacement & Related Upgrades A major challenge facing the Department is the replacement of the all ceiling mounted document cameras, ceiling mounted projectors, wall mounted monitors, wall mounted monitors, wall mounted projector screens and podiums. The current equipment is analog based and must be upgraded to a digital based system if we are to keep pace with industry standards.

This goal supports all faculty and students within the Department of Architecture and Environmental Design.

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.4, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 6.1, CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Permissive Use 10.20, Perkins Permissive Use 10.7, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 7

Computer Hardware Replacement

**CA- Mesa College Strategic Directions** 

A major challenge is the replacement of hardware utilized by the program. Updated hardware reflects an improvement and modernization of the learning environment and models the current workplace environment. Providing industry state-of-the-art hardware, increases access to students who cannot afford the price of this hardware. The ability of students to apply this hardware to architectural, interior design and building construction technology projects increases the employability of these students and the success of students transferring to college and university programs. The quality of the hardware goes hand-inhand with the software. Fortunately, our hardware, then four years old, was upgraded during the 2016 Summer Break. However, we are now experiencing problems with the hardware as the software we employ is upgraded every year which impacts hardware operation.

This goal supports all faculty and students within the Department of Architecture and Environmental Design.

**and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 5.2, Strategic Goal 6.1,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Core Indicator Activity 2, Perkins Permissive Use 10.20, Perkins Permissive Use 10.7, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Strong Workforce Recommendation 15, Strong Workforce Recommendation 2, Institutional Learning Outcomes

**2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy

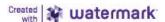
### Tool Storage

A continuing challenge is the lack of space for tool storage. After living with the Design Center for eight years, we have discovered the need for additional storage space for the tools required for Building Construction Technology courses and students as well as the Architecture courses and students who enroll in Building Construction Technology courses.

We are proposing the purchase of a free-standing container that would be located to the north of CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.6, CTE 2018/19: Perkins Permissive Use 10.20, Perkins Permissive Use 10.7, Perking P

10.20, Perkins Permissive Use 10.7, Perkins Requirement 3, Strong Workforce Recommendation 1, Strong Workforce Recommendation 2,

**Institutional Learning Outcomes 2016/17:** Communication, Professional & Ethical Behavior



the Z100 Building adjacent to the Building Construction Technology temporary build site.

We have attached a cost estimate for the purchase of the container.

It should be noted, that the additional tool storage will support faculty and students in all programs within the Department.

Repainting The Exterior of the Design Center

An important goal at this time is to repair and repaint the exterior of the entire Design Center. To facilitate this, Department Faculty will develop a series of workshops that will allow us to involve and work directly with students in the Architecture and Interior Design Programs to develop a master plan paint scheme for the Design Center. The painting itself will be performed by a professional painting contractor who will be recommended and vetted by the District Architect, Lance Lareau.

It should be noted that District Architect, Lance Lareau, has developed a scope of work and cost for the replacement of the fascia's. He has not developed a final schedule for that work at this time. **CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 4.1, Strategic Goal 6.1,

**CTE 2018/19:** Perkins Permissive Use 10.20, Perkins Requirement 3, Perkins Requirement 7,

**Institutional Learning Outcomes 2016/17:** Communication, Global Consciousness

Art Installation at the Design Center

Our goal at this time is to propose an initial installation of three versions of Le Corbusier's Modular Man. Department Faculty will develop the drawings for fabrication in steel plate, the concrete base details and color selections. The fabrication itself will be performed by a professional steel fabricator. The

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 3.2, Strategic Goal 4.1, Strategic Goal 6.1, CTE 2018/19: Perkins Permissive Use 10.20, Perkins Requirement 3, Strong Workforce Recommendation 2, Institutional Learning Outcomes 2016/17: Communication, Global Consciousness



installation will be performed by a contractor that will be recommended and vetted by the District Architect, Lance Lareau.

Design Center Building Maintenance

A continuing challenge is the lack of maintenance, primarily of the exterior of the buildings at the Design Center. After living with the Design Center for eight years, we have discovered that there are many areas of the exterior that need attention. Constructed in 1953, the Design Center buildings are over 60 years old, the oldest on Campus, and even though minor exterior improvements were made during the remodel, there are a number of areas that need immediate and long-term attention. Following is a list of items that need attention:

- Replacement of fascia's.
- Paint, particularly, wood trim, doors, etc.
- Roofs appear to be leaking in virtually every classroom, office, etc.
- Interior ceiling repairs due to roof leaks.
- Air conditioning and heating operation issues.
- Landscape maintenance.

This goal supports all faculty and students within the Department of Architecture and Environmental Design.

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 6.1,

CTE 2018/19: Perkins Core Indicator
Activity 1, Perkins Core Indicator Activity 2,
Perkins Core Indicator Activity 3, Perkins
Core Indicator Activity 4, Perkins Permissive
Use 10.10, Perkins Permissive Use 10.12,
Perkins Permissive Use 10.2, Perkins
Permissive Use 10.20, Perkins Permissive Use
10.3, Perkins Permissive Use 10.6, Perkins
Requirement 2, Perkins Requirement 1,
Perkins Requirement 8, Strong Workforce
Recommendation 1, Strong Workforce
Recommendation 2, Strong Workforce
Recommendation 7, Strong Workforce
Recommendation 7, Strong Workforce
Recommendation 8

Replacement of Model Building

**CA- Mesa College Strategic Directions** 



### Equipment

With access to a fully integrated model building lab, students trained in the use of model building equipment such as laser engravers and 3D printers and methods are able to use this knowledge to complete a wide range of projects across the curriculum. We currently own three Epilog Laser Engravers. Are needs being in the area of future replacement of these engravers as they become obsolete. Fortunately, they are functioning properly at this time, but we do see a time, in the near future where these engravers will need to be replaced.

**and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 4.1, Strategic Goal 4.2,

CTE 2018/19: Perkins Core Indicator
Activity 1, Perkins Core Indicator Activity 3,
Perkins Core Indicator Activity 4, Perkins
Permissive Use 10.20, Perkins Permissive Use
10.7, Perkins Requirement 4, Perkins
Requirement 1, Perkins Requirement 3,
Perkins Requirement 7, Strong Workforce
Recommendation 1, Strong Workforce
Recommendation 2,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Information Literacy

New Exhibit Gallery Building
A short term goal is our proposal
for a new exhibit gallery building
at the Design Center. The gallery
will be used for exhibiting the
work of students and
professionals. Professionals would
be invited to lecture and exhibit
their work. Utilizing the existing
auditorium and new gallery for
lectures and exhibits by visiting
designers will bring working
professionals and their work to
students in the Department as
well as the Campus at large.

We have felt the need for a building of this type for some time and have discussed ways to approach the realization of such a project. Upon viewing student designed exhibit gallery projects at last year's annual student exhibit, Former Vice President of Instruction, Tim McGrath and our Dean, Charles Zappia, encouraged faculty to pursue the project through the appropriate channels.

During the Summer of 2018, faculty from the Architecture

**CA- Mesa College Strategic Directions** and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, CTE 2018/19: Perkins Permissive Use 10.3, Perkins Permissive Use 10.5, Perkins Requirement 1, Perkins Requirement 3, Perkins Requirement 7, Perkins Requirement 8, Strong Workforce Recommendation 1, Strong Workforce Recommendation 11, Strong Workforce Recommendation 15, Strong Workforce Recommendation 2, Strong Workforce Recommendation 3, Strong Workforce Recommendation 7, **Institutional Learning Outcomes** 

**2016/17:** Communication, Critical Thinking, Global Consciousness, Information Literacy, Professional & Ethical Behavior

Program developed detailed preliminary design drawings for the building and related landscape improvements.

Travel funding for IDEC, NKBA Educator's Forum and AutoDesk University The Interior Design Educators Council (IDEC) is the leading resource for Interior Design education in the U.S. and Canada. In order to remain current with the profession's body of knowledge, new research and teaching resources, full-time faculty should attend the annual IDEC conference each year. Because of the comprehensive content covered during the conference, it is important for both faculty to attend together. The cost to attend per person is approximately \$1,500. A guaranteed funding source each year for IDEC is also requested. Additionally the NKBA affiliated program requires two faculty to attend the KBIS forum in Las Vegas at a cost of approximately \$1,200 each. Lastly, our CTE program requires faculty to be current with industry preferred design software by attending the Autodesk University conference. This will enable faculty to maintain technical skills and receive training on software updates and capabilities. The approximate cost of this

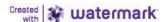
**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 5.2, Strategic Goal 6.3,

**Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Professional & Ethical Behavior

3D software rendering workshop

conference is \$1,500 per person.

**CA- Mesa College Strategic Directions** 



Current courses in Interior Design program provide 2D drafting and 3D modeling training, yet offer limited 3D rendering skills. As photo-realistic rendering images enhance visual communication quality tremendously, students in Interior Design program continuously have requested additional rendering software training.

Our program is requesting approximately \$1500 for two full-day rendering workshops on Saturdays at one of the Mesa Design Center computer labs. The funding will be used to compensate professional instructors of the most advanced rendering software programs such as Lumion and Podium.

and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2, Strategic Goal 6.3, Institutional Learning Outcomes: Communication:, Personal Actions and Civic Responsibility:, Self-awareness and Interpersonal Skills:, Technological Awareness:

Increase Studio Classroom and Resource Room Access for Students

This is a shared goal with the Architecture and Environmental Design Department. See the Architecture 2018/2019 Program Review.

Students will greatly benefit from the extended access to the studio classrooms equipped with drafting tables and computer stations as well as Interior Design related materials and finishes outside of regular class hours. Design Center classrooms are equipped with all required equipment, yet, students don't have access to them without faculty or an authorized supervisor. Struggling without access to resources, some students fail to complete courses that is reflected by the decreased success rate for technology-based classes. Students from all programs within the Department of Architecture and Environmental Design will benefit in receiving an extended access to studio

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 2.1, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.4, Strategic Goal 5.2, Strategic Goal 6.2, Program Learning Outcomes for Interior Design: PLO #3, PLO#1



classrooms equipped with expensive computers and software and the Interior Design Resource room.

Lower studio course caps to 20 The Interior design studio courses are capped at 24 which is the maximum number of students each room can hold. The classrooms, are very long and narrow with a teacher's podium at one end of the room. Faculty must use voice enhancers to reach the students furthest away. When the projector, computer monitors, or voice enhancer quits working, the classroom with 24 students is difficult to teach in. There are no extra stations and the students double up. Regardless if everything is working, the student stations are in long rows with no gap half way through for the instructor to pass through to allow them to easily reach the students needing help. Most importantly, meeting 24 students at their desks in a 2.5 hour class session and giving thoughtful design critique is a formidable task and very frustrating for everyone. The Architecture program has many of their studios capped at 18 for similar reasons. There is precedent that Interior Design should do the same for student success.

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 4.1, Strategic Goal 5.2, Strategic Goal 6.2, Institutional Learning Outcomes 2016/17: Communication, Information Literacy

Revit / SketchUp tutor for Mesa Interior Design students
The Mesa Interior Design students need a tutor specifically to help them with computer applications, software, and their individual projects which incorporate the software programs. Many of the students are under represented, returning for retraining, or just in need for outside help to be

**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 4.1, Strategic Goal 4.2,

**Institutional Learning Outcomes 2016/17:** Critical Thinking, Information Literacy, Professional & Ethical Behavior

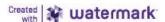
successful in the class and the program. There is big divide between the students who are computer savvy and those who are not; those who own laptops and can afford the software for downloading and those whose finances do not. The profession has changed over the years and Interior Designers must be proficient is computer use to be successful in the field. The two full-time faculty members have a very heavy workload and cannot tutor students in this area. The adjuncts who teach these programs are working professionals who cannot tutor the students on their own time. The need for tutors in the design studio classrooms, not in the LRC or tutoring center, is necessary.

2016/17 8. Clerical Assistant for the Interior Design Program Marked obsolete by Amy Aswell on 12/03/2018 4:30:38 pm PST deleted CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.2, Strategic Goal 2.4, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.2, Strategic Goal 6.3, Institutional Learning Outcomes 2016/17: Communication, Information Literacy, Professional & Ethical Behavior

2015/16 4. Black out blinds for the Mesa Design Center Marked obsolete by Amy Aswell on 12/03/2018 4:30:03 pm PST deleted CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.6, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2, Institutional Learning Outcomes: Communication:, Technological Awareness:

2015/16 3. Release time for

**CA- Mesa College Strategic Directions** 



coordination of the NKBA accredited program

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and Goals: Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 1.5, Strategic Goal 1.6, Strategic Goal 2.1, Strategic Goal 2.3, Strategic Goal 2.4, Strategic Goal 2.5, Strategic Goal 3.1, Strategic Goal 3.2, Strategic Goal 3.3, Strategic Goal 4.1, Strategic Goal 4.2, Strategic Goal 4.3, Strategic Goal 4.4, Strategic Goal 5.1, Strategic Goal 5.2, Strategic Goal 6.1, Strategic Goal 6.2, Strategic Goal 6.3, **Institutional Learning Outcomes:** Communication:, Critical Thinking:, Global Awareness:, Personal Actions and Civic Responsibility:, Self-awareness and Interpersonal Skills:, Technological Awareness:

### Action Plans for Non CTE Programs (REQUIRED)

**Actions** 

**Interior Design Program Goals 2018/2019** 

Goal

Goal: Travel funding for IDEC, NKBA Educator's Forum and AutoDesk University

The Interior Design Educators Council (IDEC) is the leading resource for Interior Design education in the U.S. and Canada. In order to remain current with the profession's body of knowledge, new research and teaching resources, full-time faculty should attend the annual IDEC conference each year. Because of the comprehensive content covered during the conference, it is important for both faculty to attend together. The cost to attend per person is approximately \$1,500. A guaranteed funding source each year for IDEC is also requested. Additionally the NKBA affiliated program requires two faculty to attend the KBIS forum in Las Vegas at a cost of approximately \$1,200 each. Lastly, our CTE program requires faculty to be current with industry preferred design software by attending the Autodesk University conference. This will enable faculty to maintain technical skills and receive training on software updates and capabilities. The approximate cost of this conference is \$1,500 per person.

▼ Action: 2018/19 Travel money for Assistant Professor Interior Design

Describe the actions Request travel funds for conference attendance needed to achieve this in the program review and through Perkins and



objective:

Who will be responsible for overseeing the completion of this objective:

Provide a timeline for the actions:

Describe the assessment plan you will use to know if the objective was achieved and effective:

List resources needed achieve this objective and associated costs.

Amy Aswell, Assistant Professor Interior Design Sarah Kim, Assistant Professor Interior Design Ian Kay, Department Chair Charles Zappia, Dean Monica Romero, Dean

CTE Strong Workforce grant funding.

Forum and AutoDesk University

The two faculty members will be able to attend without incurring excessive personal funds.

Funding to be placed for IDEC, NKBA Educator's

List resources needed Travel a achieve this objective \$1500.0 and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Travel and Conference funds of approximately \$1500.00 per faculty member.

Supporting Attachments:

1302\_Travel Estimate.pdf (Adobe Acrobat Document) (See appendix)

Goal: 2014/15 1. Clerical Assistant for the Architecture and Environmental Design Department
This is a shared goal within the Architecture and Environmental Design Department.
See the Architecture 14/15 Program Review.

No actions specified

### Goal: Increase Studio Classroom and Resource Room Access for Students

This is a shared goal with the Architecture and Environmental Design Department. See the Architecture 2018/2019 Program Review.

Students will greatly benefit from the extended access to the studio classrooms equipped with drafting tables and computer stations as well as Interior Design related materials and finishes outside of regular class hours. Design Center classrooms are equipped with all required equipment, yet, students don't have access to them without faculty or an authorized supervisor. Struggling without access to resources, some students fail to complete courses that is reflected by the decreased success rate for technology-based classes. Students from all programs within the Department of Architecture and Environmental Design will benefit in receiving an extended access to studio classrooms equipped with expensive computers and software and the Interior Design Resource room.

No actions specified

### Goal: Lower studio course caps to 20

The Interior design studio courses are capped at 24 which is the maximum number of students each room can hold. The classrooms, are very long and narrow with a teacher's podium at one end of the room. Faculty must use voice enhancers to reach the students furthest away. When the projector, computer monitors, or voice enhancer quits working, the classroom with 24 students is difficult to teach in. There are no extra stations and the students double up. Regardless if everything is working, the student stations are in long rows with no gap half way through for the instructor to pass through to allow them to easily reach the students needing help. Most importantly, meeting 24 students at their desks in a 2.5 hour class session and giving thoughtful design critique is a formidable task and very frustrating for everyone. The Architecture program has many of their studios capped at 18 for similar reasons. There is precedent that Interior Design should do the same for student success.

Action: 2016/17 Lower studio course caps to 20

Describe the actions needed to achieve this Request support from Dean Zappia and VPI

McGrath

obiective:



Who will be responsible for overseeing the completion of this objective:

Provide a timeline for the actions:

Describe the assessment plan you will use to know if the objective was achieved and effective:

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): Farida Gabdrakhmanova, Assistant Professor Interior Design Ian Kay, Department Chair

Request support Spring 2016 for implementation in Fall 2017 schedule.

Students and faculty alike will have greater success in the classroom. Less time will be spent circling the classroom to reach student desks and students will receive more individual help. The reduction in student numbers will result in a much more effective learning environment. There will be less resentment regarding the 24 class cap for INTE versus the 18 class cap for ARCH studio classes that require similar coursework from the students.

Faculty FTES will change.

### Goal: Revit / SketchUp tutor for Mesa Interior Design students

The Mesa Interior Design students need a tutor specifically to help them with computer applications, software, and their individual projects which incorporate the software programs. Many of the students are under represented, returning for retraining, or just in need for outside help to be successful in the class and the program. There is big divide between the students who are computer savvy and those who are not; those who own laptops and can afford the software for downloading and those whose finances do not. The profession has changed over the years and Interior Designers



must be proficient is computer use to be successful in the field. The two full-time faculty members have a very heavy workload and cannot tutor students in this area. The adjuncts who teach these programs are working professionals who cannot tutor the students on their own time. The need for tutors in the design studio classrooms, not in the LRC or tutoring center, is necessary.

### Action: 2016/17 CAD tutor for the Mesa Interior Design students

Describe the actions needed to achieve this obiective:

Who will be responsible for overseeing the completion of this objective:

Provide a timeline for the actions:

Describe the assessment plan you will use to know if the objective was achieved and effective:

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

Request a Classified Hiring Request for the following position: Tutor, Senior with the Unit Office Technical

Farida Gabdrakhmanova, Assistant Professor of Interior Design Ian Kay, Department Chair

Fall 2017 start.

Students in the courses INTE 135, AutoCAD for Interiors, INTE 120 Revit for Interiors, INTE 112B, Visual Communication II, will have a much higher degree of success. Additionally, students in the design studio courses which expect the computer applications to be incorporated in their projects, will also experience a higher degree of success. Underrepresented students (without computers and software at home) should also have a greater degree of success due to help in the classroom.

Senior Tutor, 50% FTE, Salary Range 11 Location: Mesa Design Center



#### **Supporting Attachments:**

© CHP Tutor Request (Excel Workbook (Open XML)) (See appendix)

#### ▼ Action: 2017/2018 CAD tutor request for Mesa Interior Design students

Describe the actions needed to achieve this objective:

Who will be responsible for overseeing the completion of this objective:

Provide a timeline for the actions:

Describe the assessment plan you will use to know if the objective was achieved and effective:

List resources needed achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other): Submit a repeated Classified Hiring Request for the following position: Tutor, Senior with the Unit Office Technical

Farida Gabdrakhmanova, Assistant Professor of Interior Design Ian Kay, Department Chair

Fall 2018 start

Students in the courses INTE 135, AutoCAD for Interiors, INTE 120 Revit for Interiors, INTE 112B, Visual Communication II, will have a much higher degree of success. Additionally, students in the design studio courses which expect the computer applications to be incorporated in their projects, will also experience a higher degree of success. Underrepresented students (without computers and software at home) should also have a greater degree of success due to help in the classroom.

Senior Tutor, 50% FTE, Salary Range 11 Location: Mesa Design Center



**Supporting Attachments:** 

@CHP-2\_ST\_INTE\_17-18.xlsx (Excel Workbook (Open XML)) (See appendix)

Request for Senior Tutor

**Design Program** 

The Interior Design Program is requesting an instructional clerical assistant to help the faculty with their heavy work load. The enrollment in this CT program has increased 12% over the past five years and currently has over 350 students. The program is accredited by the National Kitchen and Bath Association (NKBA) and is due for a re-accreditation site visit in October of 2019. The mandatory yearly reports, student projects submissions, attendance at out of state educational forums, and participation in regional and national kitchen and bath design competitions warrant clerical help. 2016/17

Goal: 2016/17 8. Clerical Assistant for the Interior Marked obsolete by Amy Aswell on 12/03/2018 7:30:38 pm PST

No actions specified

#### Goal: 4. Black out blinds for the Mesa Design Center

All the studio classrooms need black out blinds installed in the windows so students can see what is being projected on to the screen by the overhead projector. The current mesh screens only partially block the light during the day classes.

Marked obsolete by Amy Aswell on 12/03/2018 7:30:03 pm PST

No actions specified

Goal: 2015/16 3. Release time for coordination of the NKBA accredited program

The coordinator of the NKBA accredited program needs release time to appropriately meet deadlines and responsibilities. The program requires yearly documentation, juried student work from the professional NKBA local chapter, national student work submissions, accreditation fees, tracking of graduates and current student members, student competitions, etc. Although the program's accreditation is not mandatory, it is very important to the reputation of the program and provides direct access to the workforce upon graduation by the students.

Marked obsolete by Amy Aswell on 12/03/2018 7:29:20 pm PST

No actions specified

#### Project Plan for CTE Programs Only (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional CTE Project Plan Section (See appendix)

#### Closing the Loop (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Closing the Loop (See appendix)



# Form: "2018/19 Comprehensive Program Review Instructional CTE Project Plan Section"

**Created with**: Taskstream

Participating Area: Interior Design

#### (REQUIRED) Program or Service Name

Interior Design

Strong Workforce	 	 	 	

#### (REQUIRED) Description: Describe your project and your project outcomes.

- Project #1. As part of Architecture and Environmental Design department, our program is requesting upgrade of software and hardware in all computer labs in design center. Please refer to the Architecture program request as interior design program shares most of the goals in updating computer and AV systems.
- Project #2. (100) subscriptions to a software tutorial website, CADlearning.com: Interior Design program offers 6 sessions of software classes INTE 112B, 120, and135 yet has no tutoring or additional support to students to complete the courses successfully. Providing access to the online tutorial website will increase student success rate of these courses.

#### (REQUIRED) What needs motivate this project?

- Project #1. Please refer to the Architecture program request.
- Project #2. According the data, INTE 135, AutoCad for Interiors, has one of the least student success rates in interior design program. Our students have requested tutors in software courses for many years. Our program provided online tutorial website accesses for 100 students to improve the issue last year. We would like to continually provide the same resource for current students.

## (REQUIRED) Risks: Describe the associated risks that may prevent successful completion of your project.

- Project #1. Please refer to the Architecture program request.
- Project #2. There will be minimal risk associated with this project. A faculty already contacted and received a quote of the vendor. Once purchased, the licenses will be given to each student through instructors teaching software courses.

## (REQUIRED) Investments: Briefly describe investments you will make and explain how these will result in improved performance in the Strong Workforce Metrics.

- Project #1. Please refer to the Architecture program request.
- Project #2. (100) subscriptions will be purchased for \$1200 for one year. Students will online tutorial access will improve their software skill which will greatly impact on their employment rates after graduation.

#### (REQUIRED) Major Activities & Outcomes

- Project #1. Please refer to the Architecture program request.
- Project #2. The website subscription provides students unlimited access to hundreds of videos in various software in different levels. While watching videos, student can learn software on their own pace, obtain new skills not taught during the class, and repeat contents they don't understand fully. The expected outcome, in short term, is higher success rate of courses including INTE 120 and 135. The long term outcome will be increased skill level and higher employment rate.

Perkins			

## (REQUIRED) Describe the program project's intent and how it addresses SLO's and how it aligns with Program Review. (P.N.1.A) (limit 500 characters).

Our ongoing program intent is to train students in current technologies in interior design industry. It is directly related to the program's SLOs; 'communication' and 'information literacy.' Our program is also committed to offer professional development opportunities for faculties. Providing the funding to attend conferences and seminars is paramount in maintaining faculty expertise in interior design professions.

(REQUIRED) Briefly describe program improvement issue(s) concerning the program's TOP code and cite specific examples. Include the specific deficits provided in the Perkins Core Indicator Report (CIR) data for the program by referring to those below the state negotiated levels and special populations (P.N.4.A) (limit 2000 characters).

The TOP college code indicator informed that Mesa interior design program is 9.2% above in 'Technical skill attainment' area. The statistics also show that our program is 8.2% above the negotiated level in 'Credential Completion' area. However, the 'Employment' statistics indicates that our program is below the negotiated level by - 18.2% for CTE cohort group, and -0.6% in economically disadvantaged group.

The challenge of our program is to connect education to the employment by providing the most current and advanced technological education and build strong connection to design communities.

(REQUIRED) Briefly describe how the issue(s) will be addressed (objectives) specifically referencing activities in Perkins. Explain how deficits described in the response above will be rectified by planned program improvements (P.N.4.B.1) (limit 2000 characters).

According to the Perkins Core Indicator, challenge of our program is to increase employment rate upon graduation. In order to address this issue, it is critical to maintain strong technology education. Our program is determined to 'modernize quality CTE programs, including relevant technology' by providing updated software and hardware to support it. Outside of classrooms, our program has provided additional supports such as online tutorials, tutoring, and access to computer labs outside of class time under the allowed circumstances. Interior Design curriculums are designed to teach techniques and incorporate them to design projects, which satisfies the Perkin criterion of 'strengthen academic and career technological skills of students through integration of the technical components.' As technology is one of the most important focuses of Interior Design program, full time faculties should be aware of fast changing industry trends and technologies. Our program will provide 'professional development programs to faculty' through conferences and seminars. Attending professional conferences 'encourage schools to collaborate with technology industries to offer

internships and mentoring programs'. Professional connections of full-time faculties will positively impact employment rate of graduating students.

Perkins for Serv	vices ONLY		

(REQUIRED) Describe the assistance this service will support the success of CTE students (P.N.2.C) (limit 500 characters).

No answer specified

(REQUIRED) Explain what evaluation measures will show the success of the service (P.N.2.B and P.N.3.B) (limit 500 characters).

No answer specified

(REQUIRED) Briefly describe the service improvement issue(s) that requires funding (P.N.4.A.2) (limit 2000 characters).

No answer specified

(REQUIRED) Briefly describe how the service issue(s) will be addressed (objectives) specifically referencing activities. (P.N.4.B.2) (limit 2000 characters). No answer specified

# Form: "2018/19 Comprehensive Program Review Instructional Closing the Loop"

Created with: Taskstream

Participating Area: Interior Design

#### (REQUIRED) Program name

Interior Design

#### (REQUIRED) Which one(s) of the following were received in past year?

- BARC
- Faculty
- Foundation Minigrants
- Perkins

## (REQUIRED) How have these resources benefited your program and your students?

Interior Design program received two new full time faculties in Fall 2018. The faculties have taken care of student advising, course instructions, student club management, work-study student management, and administrative tasks. With the growth of the new faculties, Interior Design program is expected to run more smoothly in coming years. <u1:p></u1:p>

As part of Architecture and Environmental Design department, upgrade version of software was provided to Interior Design program. Students and faculties actively utilized the programs and advanced technical skills.

Additionally, Interior Design program received Perkins funding for faculty professional development. Two full-time faculties attended reginal IDEC conference and discussed socially responsible design and its incorporation to course curriculums. Students will be benefitted from the faculties' approach to diversity in design projects.

#### **Request Forms**

- **BARC & Facilities Requests**
- Classified Position Request
- Faculty Position Request

#### **Reviewers**

#### Liaison's Review

Form: Instructional Program Liaison's Review 2018/19 (Comprehensive)

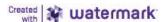
#### Manager's Review

Form: Instructional Program Manager's Review 2018/19 (Comprehensive)



## **Appendix**

- A. 2018/19 Comprehensive Program Review Instructional Program Overview Section (Form)
- B. Advisory Meeting Minutes\_2017 April.pdf (Adobe Acrobat Document)
- C. 2018/19 Comprehensive Program Review Instructional Curriculum Section (Form)
- D. 2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section (Form)
- E. Outcomes Assessment Schedule Interior Design.pdf (Adobe Acrobat Document)
- F. 2018/19 Comprehensive Program Review Instructional Program Analysis Section (Form)
- G. Interior Designers\_wage data.pdf (Adobe Acrobat Document)
- H. Perkins Indicator Information\_Interior Design\_2018-2019.pdf (Adobe Acrobat Document)
- Cal-PASS Plus Number of Enrollments.pdf (Adobe Acrobat Document)
- J. Cal-PASS Plus Student-Degree.pdf (Adobe Acrobat Document)
- K. Course Retention Rate\_INTE\_1st generation.pdf (Adobe Acrobat Document)
- L. Course Success Rate\_INTE\_1st generation.pdf (Adobe Acrobat Document)
- M. INTE AS Degree Data (Adobe Acrobat Document)
- N. INTE Certificate Data (Adobe Acrobat Document)
- O. INTE Course Retention Data (Adobe Acrobat Document)
- P. INTE Course Success Rate 135 (Adobe Acrobat Document)
- Q. INTE Course Success Rate Trends (Adobe Acrobat



- Document)
- R. INTE Degree Award Data (Adobe Acrobat Document)
- S. INTE Faculty Staffing Trend Data (Adobe Acrobat Document)
- T. **INTE Student Characteristics Summary** (Adobe Acrobat Document)
- U. ALL Faculty Staffing Trend Data (Adobe Acrobat Document)
- V. Blind Quote Dec 15.pdf (Adobe Acrobat Document)
- W. Blind update 11182016 (SDCC Mechoshades Bldg Z Update).docx (Word Document (Open XML))
- X. CHP Clerical Assistant Request (Excel Workbook (Open XML))
- Y. CHP Tutor Request (Excel Workbook (Open XML))
- Z. 1302\_Travel Estimate.pdf (Adobe Acrobat Document)
- AA. CHP-1\_IA\_INTE\_17-18.xlsx (Excel Workbook (Open XML))
- AB. CHP-2\_ST\_INTE\_17-18.xlsx (Excel Workbook (Open XML))
- AC. 2018/19 Comprehensive Program Review Instructional CTE Project Plan Section (Form)
- AD. 2018/19 Comprehensive Program Review Instructional Closing the Loop (Form)

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# REVISED > DIGITAL MINUTES Interior Design Program

# 2017 ADVISORY COMMITTEE MEETING



April 28, 2017 | 12:30 - 2:30 PM Room: Z 101 Jury Room

> Agenda Meeting Minutes

#### Attendees:

- Erin Bilz Delawie
- Amelia Brubaker OCS Lighting & Control
- Kim Burleigh Safdie Rabines
- Beverly Feldman Space San Diego
- Mary Jennings Remodel Works
- Ericka Moody Design Line Interiors
- Garrett Marsh Student Club President

- Farida Gabdrakhmanova FT Faculty
- Kathleen Galipeau Faculty
- Jeffrey Hines Faculty
- Helene Lindquist Faculty
- Karen Lowe Faculty
- Linda Medina Faculty

- Call to order
- II. Introduction of attendees
- III. Welcome new members. Thank you from the Dean, Charlie Zappia who wasn't able to attend
- IV. Promo Video published on:
  - Youtube Channel (SDMesaInteriorDesign)
  - Interior Design Program Facebook page (www.facebook.com/SDMesaInteriorDesign/)

#### V. Student & Program Achievements:

- 12% increase in headcount over the last five years (355 students 2015/16)
- Mesa College NKBA Accredited Program College of the Year, Excellence in Education
- Publication in "SD Union Tribune"
- NKBA charette: 5<sup>th</sup> place \$2,000 (Stephen Shaw) & two \$1,000 Honorable Mentions
- Las Vegas Market's ANDYZ Awards: Jennifer Pranskevich
- Bienestock Library & ASID national contest: Britnie Cowling 2<sup>nd</sup> place \$1,500
- IIDA SoCal charette: Leah Impey 2<sup>nd</sup> place team \$4,000 per team
- IIDA SoCal portfolio competition finalist: Laura Hendershott
- Scholarships:
  - NEWH Southern CA \$2,500 Loryelle de la Pena
  - IFDA Northern CA \$1,500 Laura Hendershott
- Mesa College scholarships
- VI. **Student Representative's Report:** Garrett Marsh, the Mesa Interior Design Club President/ Student Chapter IIDA, ASID, and NKBA.
  - Fall memberships: 43 new + renewed
  - Participated in IIDA Fashion Show team of 5? Sponsor: OCS Lighting & Control

- October mixer: dia de los (past designers)
- Rebate check was from IIDA for renewing membership count
- Perspective drawing workshop with Ann Parker
- Design Crawl downtown
- Holly's retirement party at Stone Brewery
- Spring Membership drive: 36 new members
- Walking Tour at SD Open House (IDEA ONE creative live-work space under construction, hard hat tour)
- Panel discussion with contract designers (IIDA SD)
- Mesa Design Charrette ~ 21 students participated; 5 teams. Clairemont Library design problem. Winner gets to get involved in actual project. Full day. All levels involved.
- May Portfolio pictures by Loryelle De La Pena

#### VII. Program Updates: Farida Gabdrakhmanova, FT Faculty

- 1. Faculty Updates:
  - Holly Hodnick retirement in January 2017
  - New FT hire for Fall 2017
     New adjunct Myriem Drainer
- 2. Curriculum updates:
  - New course: AutoCAD for Interiors online and face-to-face modes; option for AS or certificate requirements along with Revit for Interiors (updated program distributed).
  - Online Courses: Intro to Interior Design, AutoCAD for Interiors, Interior Building System/ Codes
  - Environmental Lighting Design: Lecture/ Studio to replace Lecture only class in the process of approval

#### 3. Grants:

- Mini-Grant \$1,400 for the Design Charette
- Perkins Grant submitted with requests for software upgrade, online teaching equipment, conference travel, and tutoring needs.
- Strong Work Force submitted with requests for funding to:
  - \* Hire a senior level tutor authorized to supervise open computer labs
  - \* Hire student tutors providing assistance in learning specialized computer software for interior design
  - \* Support faculty in developing DE curriculum.
  - \* Thanks to Mary Jennings for the support letter.
- Strong Work Force internship stipends available by application
- Importance of connecting with industry

#### 4. Re-accreditation:

- Mesa Interior Design program one of three accredited programs in CA
- F. Gabdrakhmanova and H. Lindquist traveled to Orlando for 2017 NKBA Educational Forum

 The upcoming re-accreditation of our NKBA accredited programs (CA and AS) was moved to October 2019

#### VIII. Discussions with industry professionals

- Industry updates & trends/ Effect on education
  - \* Market situation discussed
- Software knowledge needed. Software programs being used in the industry:
  - \* AutoCAD 3, model home design/commercial; AutoCAD MEP TI related
  - \* REVIT 1, commercial
  - \* ArchiCAD 1, residential (Graphisoft)
  - \* Vector Works 1 BIM / Mac based (Graphisoft)
  - \* Chief Architect 1, Kitchen & Bath
  - \* 20-20 1, Kitchen & Bath
  - \* SketchUp
  - \* Graphic Programs
  - \* Important to learn basics of a variety of software
- Skills needed for success in the industry
  - \* Kim commercial design
    - Job site visits; Field verify
    - Students need to see real projects in the process
    - Codes knowledge
  - \* Jeff critical thinking
    - Create multitude options for 1 projects
    - Be flexible with changes
    - D.I. students developed project concepts in clay
  - \* Erin suggest art classes to allow creativity
  - \* Mary suggest art history classes
  - \* Ericka students need to sketch
    - Need creative stylists
  - \* Mary kitchen and bath classes
    - Art of the overlay over existing plan
    - Drafting elevations from plan fold elev. walls = model
    - More 20-20 hours for cabinet design (Helene says would be hard to fit)
- What out-of-classroom experience (besides internships) do you believe more students should be participating in to help prepare them for a career in our field?
  - \* Add a Field Trip Course (~6-8 trips per the course)
  - \* Attend NKBA meetings (next is May 9)
  - \* Club activity trip to art museum to learn sketching
- What platforms/communication tools are design firm using that you have found effective?

#### IX. Problems/ Support Request: Farida Gabdrakhmanova & Committee Members

#### Lighting lab update

- \* Amelia lighting
  - Show how the same space can be changed by lighting to create different moods.
     Demonstrate and have students experiment with this.
  - Have students learn history of lighting but new technology is most important
  - Need conversation with engineers
  - Students need to learn the vocab and technique for different types of lighting
  - Consider lighting on vertical surfaces, finish materials, reflection
- \* Jeff lighting
  - switch placements studies
  - light level studies

#### Resource room update

- \* Farida what is current w/resource libraries?
- \* Linda much online
- \* Ericka online, but like to look @ catalogues
- \* Erin offered to connect with commercial vendors

#### Scholarships - ID Program, NKBA San Diego Chapter.

- \* We lost support from PIRCH. Erica will contact CEO for an update.
- \* Dal Tile scholarship through NKBA (2x\$250). Students must spec the tile in a project. Helene announces this to class.
- \* Erica would like to have a letter that she could send out to vendors who might offer scholarship opportunity
- \* Ask for donation from vendors. How does this get done?
- Internships
- Judges needed for the end of year exhibition: May, 26th, ~11am-2pm.

Meeting Notes were taken by Karen Lowe and typed by Farida

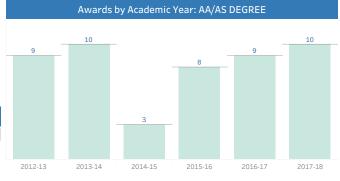
#### X. Upcoming Events

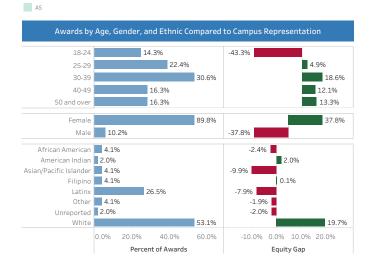
- \* End of year exhibition: May, 26th, 5:00-8:00, Open House.
- \* Next Advisory Board Meeting Fall 2017/ Spring 2018

XI. Adjournment at 2:50pm

41 n







#### LOGOUT (/User/Logout.aspx)

Interested in how the data is calculated?
See the Data Element Dictionary (/Launchboard/Student-Success-Metrics-DED)

**Export Data to CSV** 

# STUDENT JOURNEY TYPE All Students INSTITUTION San Diego Mesa College YEAR 2016-2017

#### STUDENT TYPE

#### **All Students**

All students enrolled in the given year

24,777

Number of students: 24,777 in 2016-2017

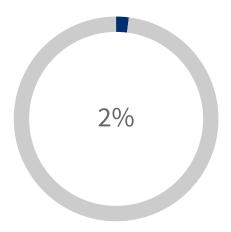
**Source:** Chancellor's Office Management Information System, Section Grade Table from RP Group

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=122)

#### **LEARNING PROGRESS**

#### **Skills Gains**

Among all students, the percentage who had one or more skills gains, measured by advancing one or more CB21 levels in the selected year



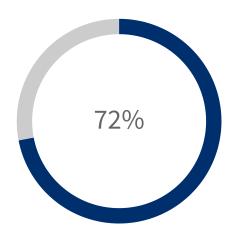
#### 584 of 24,777 students in 2016-2017

**Source:** Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=400SW)

#### **Course Success Rate**

Among enrollments by all students, the course success rate in the selected year



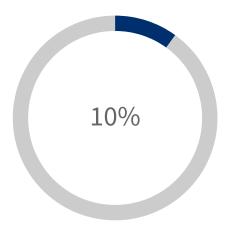
#### 92,303 of 128,998 course enrollments in 2016-2017

**Source:** Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=408SW)

#### **Completed Both Transfer-Level Math and English**

Among all students, the proportion who completed both transfer-level math and English in their first academic year of enrollment within the district



#### 336 of 3,354 students in 2016-2017

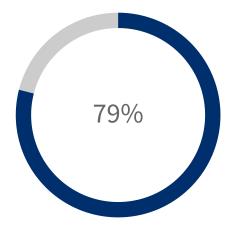
**Source:** Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=501SW)

#### **MOMENTUM**

#### **Completed a Level of Education**

Among all students in the selected year, the proportion who completed one or more levels of adult education by transitioning from adult basic education or ESL to adult secondary education in the selected year or in the subsequent year



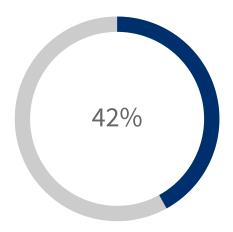
#### 1,073 of 1,357 students in 2016-2017

**Source:** Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=500SW)

### **Completed Noncredit Workforce Milestone**

Among all students, the proportion who completed a noncredit workforce preparation or CTE course, or had 48 or more contact hours in a career education course, in the selected year



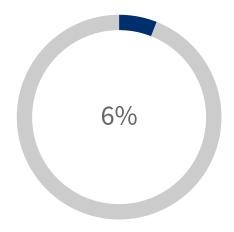
#### 10,407 of 24,777 students in 2016-2017

**Source:** Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=403SW)

#### **Earned 9+ Career Education Units**

Among all students, the proportion who successfully completed 9+ career education units for semester schools or 13.5+ units for quarter schools in the selected academic year within the same district



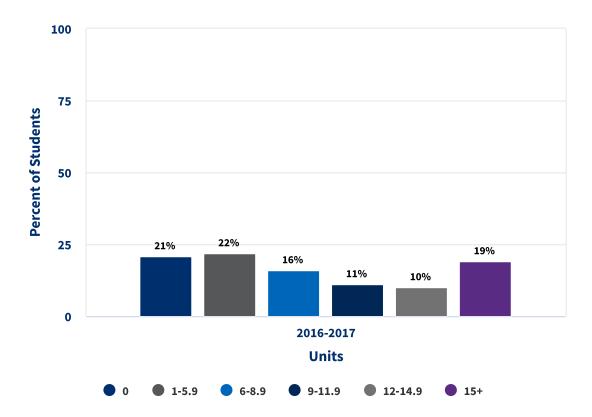
#### 1,939 of 34,802 students in 2016-2017

**Source:** Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=402SW)

#### ouccessiumy completed only infestioles in the ran

Among all students, the proportion who successfully completed degree-applicable unit thresholds in the fall term of the selected year



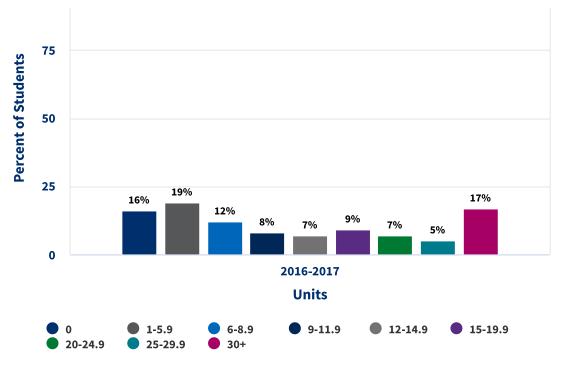
(Hover for Detailed Information)

**Source:** Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=404SW)

# Successfully Completed Unit Thresholds in the Academic Year

Among all students, the proportion who successfully completed degree-applicable unit thresholds in the selected academic year

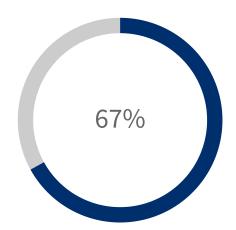


**Source:** Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=405SW)

### **Retained from Fall to Spring**

Among all students, the proportion retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to a four-year institution



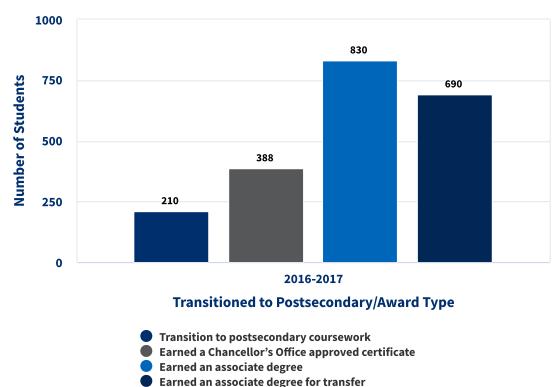
#### 11,252 of 16,812 students in 2016-2017

**Source:** Chancellor's Office Management Information System, National Student Clearinghouse, CSU/UC Match Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=406SW)

#### **SUCCESS**

#### **Transitioned to Postsecondary or Earned an Award**

Among all students, the number who earned an award, or enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year



(Hover for Detailed Information)

**Source:** Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=605SW)

## Average Number of Units Accumulated by Associate Degree Earners

Among all students who earned an associate degree in the selected year, the average number of units earned in the California community college system among students who had taken at least 60 units at the college

80

**Source:** Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=613SW)

#### LOGOUT (/User/Logout.aspx)

Interested in how the data is calculated?
See the Data Element Dictionary (/Launchboard/Student-Success-Metrics-DED)

**Export Data to CSV** 

# STUDENT JOURNEY TYPE Degree/Transfer INSTITUTION San Diego Mesa College YEAR 2016-2017

#### STUDENT TYPE

#### **Degree/Transfer Students**

Students seeking to earn a two-year and/or four-year degree

15,773

Number of students: 15,773 in 2016-2017

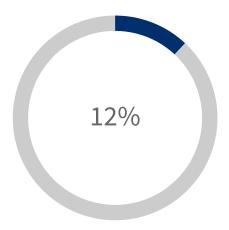
**Source:** Chancellor's Office Management Information System, Section Grade Table from RP Group

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=102)

#### **LEARNING PROGRESS**

#### **Completed Both Transfer-Level Math and English**

Among degree/transfer students, the proportion who completed both transfer-level math and English in their first academic year of enrollment within the district



#### 265 of 2,187 students in 2016-2017

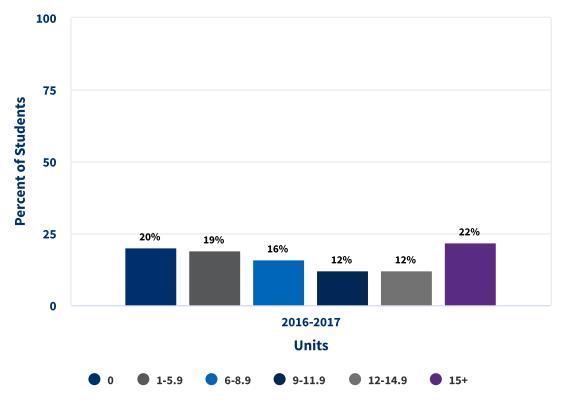
**Source:** Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=501SZ)

#### **MOMENTUM**

#### **Successfully Completed Unit Thresholds in the Fall**

Among degree/transfer students, the proportion who successfully completed degreeapplicable unit thresholds in the fall term of the selected year

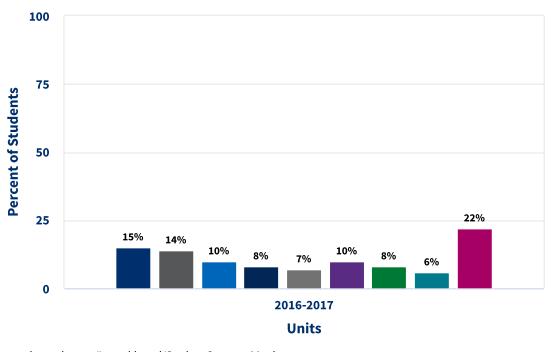


**Source:** Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=404SZ)

# **Successfully Completed Unit Thresholds in the Academic Year**

Among degree/transfer students, the proportion who successfully completed degree-applicable unit thresholds in the selected academic year





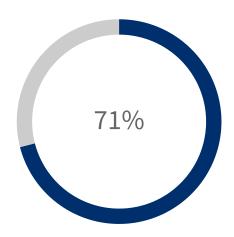
**Source:** Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=405SZ)

#### **Retained from Fall to Spring**

Among degree/transfer students, the proportion retained from fall to spring at the same college in the selected year, excluding students who completed an award or transferred to

a four-year institution



#### 7,788 of 10,896 students in 2016-2017

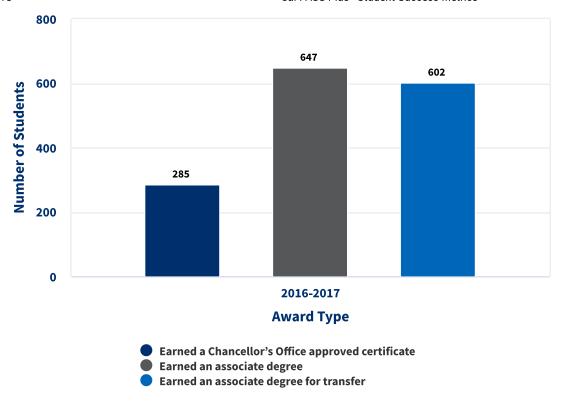
**Source:** Chancellor's Office Management Information System, National Student Clearinghouse, CSU/UC Match

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=406SZ)

#### **SUCCESS**

#### **Earned an Award**

The number of degree/transfer students who earned one or more of the following: a noncredit certificate, Chancellor's Office approved credit certificate, a degree, or apprenticeship journey status in the selected year



**Source:** Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=605SZ)

# **Average Number of Units Accumulated by Associate Degree Earners**

Among degree/transfer students who earned an associate degree in the selected year, the average number of units earned in the California community college system among students who had taken at least 60 units at the college

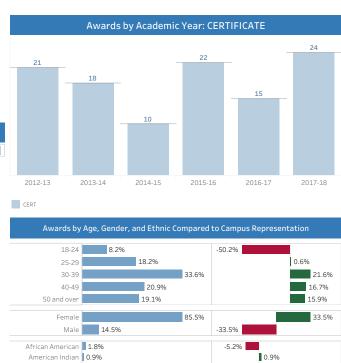
80

#### 80 units among 873 students in 2016-2017

**Source:** Chancellor's Office Management Information System

Technical Definition (/LaunchBoard/Student-Success-Metrics-DED?metric=613SZ)





-1.3%

-2.4%

-0.6%

-10.0% 0.0% 10.0% 20.0%

Equity Gap

21.2%

-7.3%

54.5%

60.0%

Asian/Pacific Islander 6.4%

Filipino 2.7%

Latinx

Unreported 2.7%

White

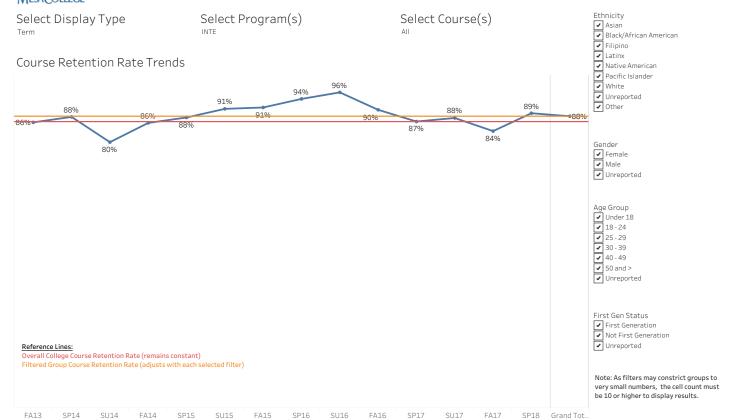
Other 3.6%

27.3%

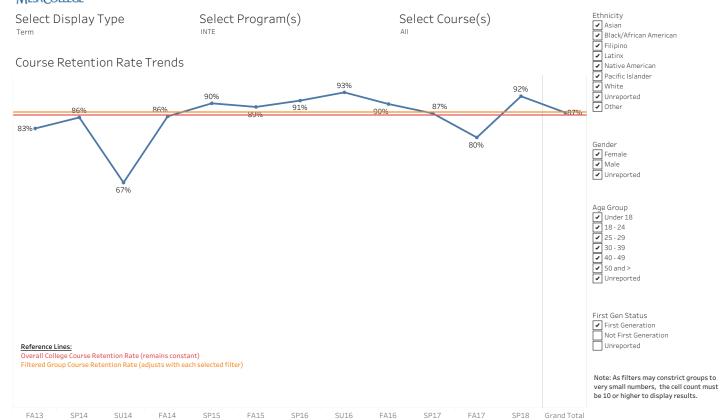
Percent of Awards

0.0% 20.0% 40.0%

#### Additional Filters



Additional Filters



SU16

SP18 Grand Tot.

FA17

Grand Total

SP18

FA17

Note: As filters may constrict groups to very small numbers, the cell count must be 10 or higher to display results.

Grand Total







Award Type
All

Liberal Arts All

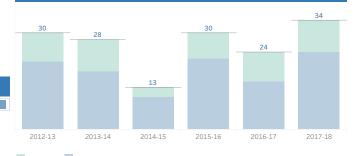
Ethnicity

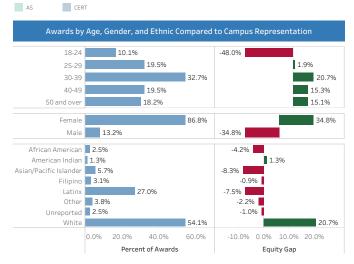
Gender

#### Awards by Program and Award Description

Interior Design

#### Awards by Academic Year: AA/AS DEGREE, BACHELOR'S DEGREE, CERTIFICATE







#### **Faculty Staffing Trends Dashboard**

Updated on: 9/6/2018

Select Program:

All

#### Fall 2018 Snapshot-Classroom and Non-Classroom

#### Faculty Headcount in Classroom

#### Classroom FTEF

#### **Section Assignments**

#### Non-Classroom Assignments FTEF

Tenure/TT	Adjunct	ProRata	Total
227	573	18	818

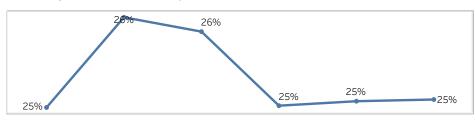
Contract FTEF	Adjunct FTEF	Overload FT	Total FTEF
167.7	254.8	41.1	463.6

Tenure/T	Adjunct	Pro Rata	Total
905	1,078	27	2,010

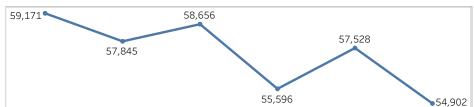
Head	count C	ontract FT Ac	djunct FTEF Ove	rload FT
2	14	77.1	22.1	7.5

#### Faculty and Department Trends-Classroom Instruction

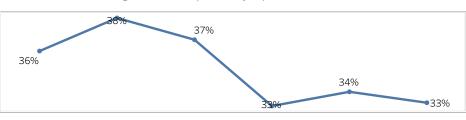
#### % of Faculty Headcount that is Tenure/TT



#### **Total Enrollments**



#### % of Total FTEF that is assigned to a Tenure/TT Faculty as part of their contract load



#### **Total FTES**



#### % of Sections with a Tenure/TT faculty assigned



#### Valid Sections Offered





Tenure/TT

2

#### **Faculty Staffing Trends Dashboard**

Updated on: 9/6/2018

(m/o

Select Program:

INTE

#### Fall 2018 Snapshot-Classroom and Non-Classroom

#### Faculty Headcount in Classroom

Adjunct

7

#### Total **9**

Contract FTEF	Adjunct FTEF	Overload FT	Total FTEF
2.0	3.2	0.3	5.5

Classroom FTEF

#### Section Assignments

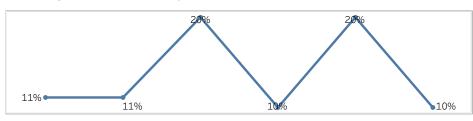
#### Non-Classroom Assignments FTEF

Tenure/TT	Adjunct	Total
8	14	22

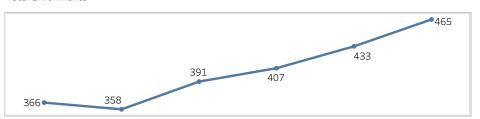
Headcount	Contract FT	Adjunct FTEF	Overload FT
3	0.3	0.1	0.0

#### Faculty and Department Trends-Classroom Instruction

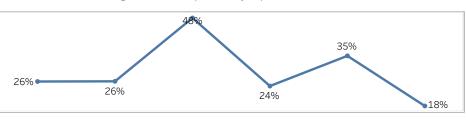
% of Faculty Headcount that is Tenure/TT



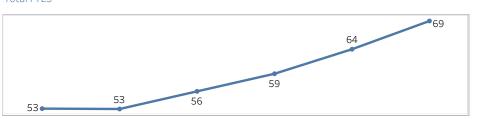
#### **Total Enrollments**



% of Total FTEF that is assigned to a Tenure/TT Faculty as part of their contract load



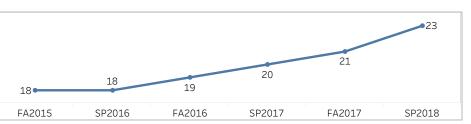
Total FTES



% of Sections with a Tenure/TT faculty assigned



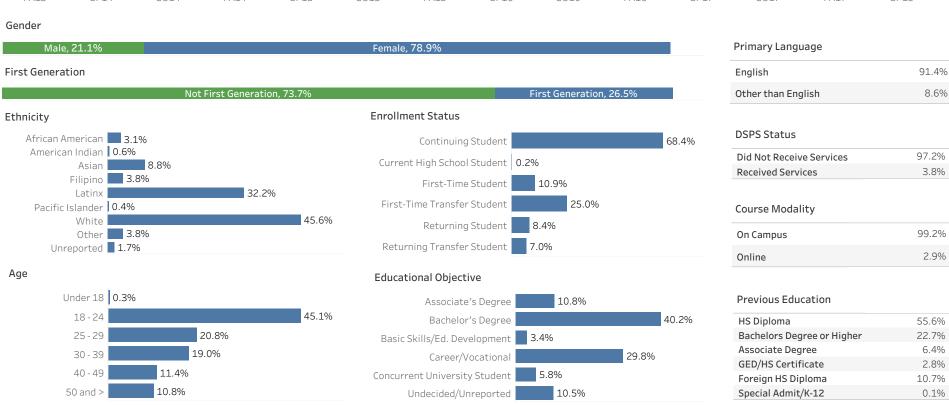
Valid Sections Offered





#### Mesa College Student Characteristics Summary





#### **OUTCOMES ASSESSMENT SCHEDULE**

Program: Interior Design

X: Assessment is done
2: Data unclear
0: Tentative schedule

					o. Temative Sch										
COURSE	TITLE	OFFERED ON	2016 <b>FALL</b>	2017 SPRING	2017 <b>FALL</b>	2018 SPRING	2018 <b>FALL</b>	2019 SPRING	2019 <b>FALL</b>	2020 SPRING	2020 <b>FALL</b>	2021 SPRING	2021 <b>FALL</b>	2022 SPRING	REMARKS
101	INTRO TO ID	S/F						0							
105	RESID DESIGN	S/F		?						0					Assessment data was not transferred over from the previous faculty. Will need to reassess in the future.
110	MATERIALS AND RESOURCES	S/F		X											
112A	VISUAL COMM I	S/F			X										
112B	VISUAL COMM II	S/F													
115	ELEMENTS OF ID	S/F			X										
120	REVIT FOR INTERIORS	S/F		X											
	HIS FURNITURE AND INTERIORS	S/F						0							
	ID PROFESSIONAL PRACTICE	Fall only			X										
	AUTOCAD FOR INTERIORS	S/F							0						
145	INT. BUILDING SYSTEM/ CODES	S/F								0					
200	KITCHEN & BATH DESIGN	Spring only		X											
205	NON-RESD SPACE PLANNING	Fall only													
210	PRESENTATION & COLOR RENDERING	S/F			X										
215	ENVIRONMENTAL LTG DESIGN	Spring only							0						
270	WORK EXPERIENCE	S/F								0					

NOTES	TO DO

#### **College Core Indicator Information by 6-Digit TOP (2018-2019)**

Perkins IV, Title I, Part C Local Application

Agreement # \_\_\_\_\_ District/College: SAN DIEGO/SAN DIEGO MESA

130200 - Interior Design and Merchandising

Instructions: Print out forms. Complete and sign bottom of last page.

Cohort Year CTE Enrollments: 539 CTE Headcount: 275

(includes CTE enrollments above introductory level only)

(CTE students enrolled above introductory level only)

Core Indicator 1 Technical Skill Attainment			Negotiat	ted Level	College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	128	134	91.00	86.40	95.52	9.1
2 Non-Traditional			91.00	86.40	N/R	N/R
3 Displaced Homemaker	8	8	91.00	86.40	100.00	N/A
4 Economically Disadvantaged	72	74	91.00	86.40	97.30	10.9
5 Limited English Proficiency	1	2	91.00	86.40	50.00	N/A
6 Single Parent	4	4	91.00	86.40	100.00	N/A
7 Students with Disabilities	9	9	91.00	86.40	100.00	N/A
8 Migrant			91.00	86.40	N/R	N/R

Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer Ready		Negotiated Level		College Performance	Percent Above or Below Negotiated Level	
	Count	Total	State	District		
9 CTE Cohort*	48	50	88.00	87.84	96.00	8.2
10 Non-Traditional			88.00	87.84	N/R	N/R
11 Displaced Homemaker	2	2	88.00	87.84	100.00	N/A
12 Economically Disadvantaged	30	31	88.00	87.84	96.77	8.9
13 Limited English Proficiency			88.00	87.84	N/R	N/R
14 Single Parent	2	2	88.00	87.84	100.00	N/A
15 Students with Disabilities	3	3	88.00	87.84	100.00	N/A
16 Migrant			88.00	87.84	N/R	N/R

Core Indicator 3						Percent Above or Below
Persistence and Transfer			Negotiat	ed Level	Performance	Negotiated Level
	Count	Total	State	District		
17 CTE Cohort*	125	131	90.00	90.00	95.42	5.4
18 Non-Traditional			90.00	90.00	N/R	N/R
19 Displaced Homemaker	7	8	90.00	90.00	87.50	N/A
20 Economically Disadvantaged	71	72	90.00	90.00	98.61	8.6
21 Limited English Proficiency	2	2	90.00	90.00	100.00	N/A
22 Single Parent	4	4	90.00	90.00	100.00	N/A
23 Students with Disabilities	8	8	90.00	90.00	100.00	N/A
24 Migrant			90.00	90.00	N/R	N/R

<sup>\*</sup> If no district target is available then state targets will be used.

#### **College Core Indicator Information by 6-Digit TOP (2018-2019)**

Perkins IV, Title I, Part C Local Application

Core Indicator 4 Employment			Negotia	ted Level	College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
25 CTE Cohort*	14	26	72.00	72.00	53.85	-18.2
26 Non-Traditional			72.00	72.00	N/R	N/R
27 Displaced Homemaker	DR	DR	72.00	72.00	DR	N/A
28 Economically Disadvantaged	10	14	72.00	72.00	71.43	-0.6
29 Limited English Proficiency			72.00	72.00	N/R	N/R
30 Single Parent			72.00	72.00	N/R	N/R
31 Students with Disabilities	DR	DR	72.00	72.00	DR	N/A
32 Migrant			72.00	72.00	N/R	N/R

Core Indicator 5a Nontraditional Participation		Negotiated Level		College Performance	Percent Above or Below Negotiated Level	
	Count	Total	State	District		
33 CTE Cohort*			25.00	23.08	N/R	N/R
Non-Traditional			25.00	23.08	N/R	N/R
Displaced Homemaker			25.00	23.08	N/R	N/R
Economically Disadvantaged			25.00	23.08	N/R	N/R
Limited English Proficiency			25.00	23.08	N/R	N/R
Single Parent			25.00	23.08	N/R	N/R
Students with Disabilities			25.00	23.08	N/R	N/R
Migrant			25.00	23.08	N/R	N/R

Core Indicator 5b Nontraditional Completions			Negotia	ted Level	College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
34 CTE Cohort*			29.00	26.45	N/R	N/R
Non-Traditional			29.00	26.45	N/R	N/R
Displaced Homemaker			29.00	26.45	N/R	N/R
Economically Disadvantaged			29.00	26.45	N/R	N/R
Limited English Proficiency			29.00	26.45	N/R	N/R
Single Parent			29.00	26.45	N/R	N/R
Students with Disabilities			29.00	26.45	N/R	N/R
Migrant			29.00	26.45	N/R	N/R

<sup>\*</sup>Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

By totaling each positive, negative, N/A	A, N/R outcome in the last column from items	1 - 34, I certify and acknowledge that	performance in the 34 Core
Indicator categories is as follows:			

of the 34 are at or above the District negotiated level(s)
of the 34 are below the District negotiated level(s);

Department Chair (or authorized Designee):\_\_\_\_\_

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

\_\_\_\_\_ of the 34 are list as (N/A, N/R)