SAN DIEGO MESA COLLEGE

Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Interior Design (INTE)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Since the last comprehensive review, the interior design program has experienced significant successes and faced challenges in our continuous efforts to enhance the learning environment and support our students. One notable achievement has been our dedication to closing the equity gap among students, focusing on both financial conditions and technical skills.

A major success in this regard was the acquisition of Perkins funding to purchase 20 loaner laptops specifically configured to run heavy 3D software seamlessly. This investment ensures that all students have equal access to the necessary tools for their coursework, regardless of their financial circumstances. The laptops were purchased in the Fall of 2022 with the loaner program beginning in the Spring of 2023. 17 students participated in the program during the initial semester.

In terms of infrastructure, our department acquired new CPUs in the Design Center campus labs. This upgrade has greatly enhanced the overall productivity of our students, minimizing delays and frustrations caused by slow processing times and enabling them to work more efficiently during in-person meetings.

Furthermore, our program has successfully hired two new work-study students to manage the material resource library. As more courses transition to hybrid and in-person instruction, the physical material samples donated to our library from firm libraries and product reps help supplement physical presentations. With dedicated support in organizing the resource library, students now have easier access to physical samples, helping to augment the learning process.One ongoing challenge our program faces is determing how to manage donations from designers and firms as we are contacted frequently to accept donations. The issue here being that often the donations are discontinued products, or severly archaic. Because we cannot know if the donations are viable until they arrive at the Design Center, our work study students become crucial in helping to filter through products that are relevant. Additionally, while some manufacturers allow students to order current material samples for their projects for free, others do not, or have underdeveloped university programs for students. This is an ongoing component of providing our students with the most current product knowledge, which is our ultimate goal in maintaining the relevancy of our library. Our Materials Resource Library also needs infrastructure updates related to storage, student workspaces, lighting, etc which our program plans to continue to pursue in coming years, as funding allows.

Another recent success which relates to equity and inclusion pertains to the student club. After a year of discussion, board members have re-branded from ‘Mesa Interior Design Club’ to ‘Mesa Design Club’ to be more inclusive of Architecture and Building Construction students. This student-led initiative has full-support from INTE faculty, and it’s anticipated that by Fall of 2023, approximately half of all new board members will be Architecture students. We hope to continue to facilitiate and support efferts to diversity the club in all ways, including being more inclusive of students in our department. This will also enable INTE students to tap into more community Architecture programs and events, in addition to ASID and IIDA events.

Our program is becoming increasingly aware of the ongoing challenges presented by the rapid advancements in technology, particularly in the era of Artificial Intelligence (AI). It is essential for our program to learn about and stay at the forefront of these ongoing developments and ensure that we provide our students with the latest techniques, technologies and education. To meet this challenge, it is crucial for our faculty members to engage in professional development opportunities, attend conferences, and participate in relevant trainings. By doing so, we can maintain our expertise and effectively prepare our students for the continually evolving landscape of the Interior Design field. In addtion, much has changed since the onset of the pandemic in terms of how people live, work and experience interior environments. Attending conferences and trainings pertaining specifically to Interior Design is crucial in helping faculty understand these changes so we can build and modify new projects and course content that remains relevant in the profession. This is especially important as it relates to issues of housing equity, and creating diverse and inclusive spaces where people of all backgrounds can live, work and thrive.

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
Our program is working on updating the degree requirements to provide a variety of educational paths for students. This change is in progress with the goal of implementation by Fall 2025. The summary of the updates are as below:

1. Associate of Science Degree (60 units): Adding 4 new NCIDQ approved Interior Design elective courses to expand

students' educational opportunities as well as ensure they are qualified to sit for the exam upon graduating with the A.S. degree. The core courses will remain the same as in the current system.

2. Certificate of Achievement Degree: Proposing a reduction in required core units from 48 to 40-43 to achieve these goals.
i. To provide a variety of educational paths for students: The AS degree (a 60-unit program) will prepare students for the national NCIDQ and IDEX exams, while the new CA degree will target students who need a fast-track education and remain eligible, with additional work experience, to take the state IDEX exam to become a CID (Certified Interior Designer), which is currently the only title protected in California for Interior Designers.
ii. To motivate students to complete a degree: while attrition in competitive design programs is to be expected after completing introductory coursework, we believe some students who demonstrate talent and may be successful in our program and beyond, drop out due to the program length and registration challenges, among outside mitigating factors like work and child/elder care responsibilities. We hope this change will motivate talented students to stay in the program through completion, or transfer.
iii. To have a positive impact on student success rates, award numbers, and enrollment rates.

We anticipate the positive impacts of these changes will emerge when the degree updates are officially implemented.

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
As described in the first section, our program implemented several new resources. One significant change involved acquiring 20 loaner laptops and new computer lab CPUs. These technological upgrades are expected to have a positive impact on reducing equity gaps, particularly for classes that heavily rely on digital media. Additionally, there was a change in the process of software funding. Previously, the software request had to be made annually via Perkins or BARC request. It has now shifted to the annual campus budget. This change is beneficial for faculty members as it saves them time and effort to preparing for the request each year as well as frees up Perkins and BARC fundings for other important projects. Faculty members are now able to focus more on their instructional responsibilities and less on this heavy administrative task, which should further impact outcomes related to success rates, retention and completions.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
According to the Mesa Data Dashboard, the interior design program has shown consistent enrollment trends over the past five years. The majority of the student population consists of female students, accounting for over 80% of the total. White and Latinx students are the largest ethnic groups, each comprising approximately 40% of the student body. Additionally, around 60% of the students are older than 'traditional' college students, ranging from their late 20s to 50s.

In terms of the number of degree completions, while we currently only have only a few years of data to draw from, the statistics show steady improvements made to the number of A.S. degrees over a 7-year period, while the number of certificates has slightly decreased during this time. Due to the increase in full-time faculty providing the course sequence guidance early, as well as consistent and thorough advising, and education about requirements to sit for the state and national exams, this may account for the increase in A.S. degrees over this time. Students have become increasingly aware of the importance and benefits of obtaining the 60-unit degree. This is especially relevant as many of our students enroll having already earned a bachelor’s or master’s degree, and are solely interested in obtaining the education necessary to earn certification and start practicing. For example, in 2016 there were 8 A.S. degrees awarded, 9 in 2017, 10 in 2018, then a small dip in 2019 to 8, followed by the largest increases of 15 in 2020 and 18 in 2021. This feels significant considering the pandemic and onset of remote learning. That our program was able to double the A.S. degree awards during this tenuous time requires further analysis by faculty. This may be a result of the increased flexibility with which students could pursue their studies, from a variety of

locations throughout the world, rather than having to stop and re-start again at a later date. Students may have been able to focus more acutely on their studies, as work slowed or stopped, commuting, and parents were able to caretake children while staying in the home. However, we did see another fairly drastic drop in 2022 of only 10 A.S. degrees awarded. This feels consistent with pre-pandemic data, so we will need more time to determine if the pandemic caused the rise in degrees awarded, or if this is indicitave of a more stable uptick in A.S. degrees over time. It should also be noted that during the pandemic, the Interior Design industry was robust. Faculty experienced an uptick in employers seeking junior designers. This may have had an impact, both positive and negative, on the number of awards earned during the last 3 years.

The certificates awarded in this 7-year period, however, reveals a different trend. There were 22 certificate degrees awarded in 2016, followed by 15 in 2017, 24 in 2018, 13 in 2019, 11 in 2020, and only 7 in 2021. By 2022 the number of certificates increased to 10. It is our current assumption that, while the trends will require more data to understand, this may be a result again of the increased dissemination of course sequencing from faculty, as well as education about the exams, including the 60-units required to sit for the NCIDQ exam. With current efforts to lower the units required for the certificate to 40, we may see an uptick in future years for this award. However, it is our prediction that more students, unless they transfer, will be interested in completing the A.S. degree as it provides the most opportunites post-graduation for certification and career advancement.

The labor market analysis report by the Center of Excellence (COE) for the San Diego and Imperial Counties Community Colleges indicates that the local supply and demand for the interior design industry are balanced. In San Diego County, there is a labor market demand of 85 annual job openings, while the five educational institutions in the county supply 88 awards for this occupation, indicating that the supply meets the demand in the labor market. Moreover, the entry-level and median wages for this occupation surpass the living wage requirement.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
Based on the Mesa DataDashboard, there are significant equity gaps observed across various demographic groups, specifically in terms of ethnicity, gender, and age.
1. Ethnicity: The data indicates that various ethnic groups show equity gaps, but due to the largest population in the program, Latinx has the highest "additional success needed" indicator of 141 points. This data emphasizes the need for improvement and support for Latinx individuals to bridge the equity gap.
2. Gender: The male students show an equity gap of -9.3% and "additional success needed" indicator of 68 points.
3. Age: Within the age demographic, the data shows an equity gap of -2.9% for the 18-24 age group, and the "additional success needed" indicator of 63 points. This suggests that individuals within this age range are facing some disparities in achieving success or desired outcomes compared to other age groups.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
- We have acknowledged the equity gap.
- Strategies? How to close equity gap?
- Guest speakers? Representing the population – male, LatinX
- There is an assumption that the age equity gap is a direct result of the exploratory nature of the 18-24 year demographic. At this stage, faculty do not believe this to be a major equity gap worth addressing, especially when compared with other, more pronounced gender and ethnicity gaps.
- Our program decided to further research and analyze the relationship between Latinx and first generation / age groups in order to gain meaningful insights and approaches moving forward.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
Existing Actions: Continued implementation of 112A and 115 kits to students in need. Continued implementation of non-program loaner laptops for introductory students not yet enrolled in heavy software classes.
New Actions: LapTop Loaner Program, CPU upgrades

Summary and Reflection

Curricular Changes: Proposed updates to Awards
Data-informed unit dialogue: engaging in faculty discussions at program meetings about equity gaps, including how to interpret the data and ideas for improving retention for those populations through curriculur updates.
Community Outreach: Student Show, Guest Speakers, Field Trips, Partnerships.

What other factors (internal or external) might also impact the above data trends and equity gaps?
Fiscal Changes: currently the California Community College system remains burdened by the updated 2018 performance funding model which punishes students and colleges by tieing funding to completions and other, similarly punative metrics. This change has the consequence of potentially impacting data trends and equity gaps by encouraging grade inflation and promoting success-driven changes to degrees that may only be necessary in the pursuit of maintaining collge funding, versus serving the needs of our students. For example, community college have traditionally served a highly diverse population of students, ranging from full-time, transfer and continuing education. While it remains important that those students who wish to pursue a degree or completion, or transer, are encouraged and supported to do so, many students who enroll in community college are working professionals looking to enhance their software skills, lifelong learners looking to enrich their knowledge and experience and especially part-time students with outside obligations such as work and family. Once the funding model changes back to an enrollment formula that is truly student-centered, we will continue to be burdened with initiatives that undermine the mission, purpose and goals that the colleges serve in our communities. Additionally, AB 928 passed in 2021, further undermining finding viable solutions to the complex problems our students and colleges face.

Currently our full-time and adjunct faculty remain stable. After a multiple year period of high turnover of full-time faculty, in 2018 our program began to stabilize again. Since 2018 we have not lost an adjunct or full-time faculty, and have welcomed one new Architecture faculty member to our teach building codes class. Our department remains isolated from main campus, which presents successes and challenges, one challenge being that we no longer have the level of support staff necessary to assist students and faculty with important administrative tasks and technology. These duties mostly now fall to the faculty, which diminishes their abilities to focus on the primary role of teaching and advising students. Furthermore, until students at the design center, like 4-year colleges, have 24-hour access to design studio classrooms, or are required to purchase computers prior to entering the program, the only option is to continue to pursue additional funding for loaner laptops allowing all students, regardless of socio-econoic status, to remain competitive in successfully completing creative design projects.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

YEAR 3 Updates (2024 - 2025)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.

Summary and Reflection

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.

In 2024, the Interior Design program completed Outcomes Assessment for three courses, all of which met the target. The percentage of students meeting the benchmark was as follows: INTE 101 – 91.7%, INTE 105 – 98.3%, and INTE 112A – 88.5%. These are remarkable achievements, thanks to our continued focus on two main priorities: providing advanced technology for students and professional development opportunities for faculty. These efforts have yielded positive results, and we will continue to advocate for and secure these essential pillars through unit goals and resource requests.

While the success data is encouraging, we also recognize the need to update our benchmarks to ensure more accurate data and identify areas for improvement. In addition to other reasons listed in our faculty request, we require dedicated oversight for Outcomes Assessment and the evaluation of benchmark appropriateness. This need aligns directly with our goals and resource requests, particularly the hiring of a new full-time faculty member. Additionally, this faculty member could support efforts in our goal 3: Analyze data on Latinx population within our program.

We are planning to assess four more courses in Spring 2025 and are on track to evaluate all courses within the full assessment cycle.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.

During this cycle, two courses completed Outcomes Assessment: INTE 110 (Methods and Materials) and INTE 112B (Visual Communication II). Both courses met the established benchmarks; however, instructors identified areas of support that could further improve course success rates and enhance student learning.

For INTE 110, which focuses on materials, applications, and related drawings, many students demonstrated a need for additional technological support—particularly in drafting skills. Implementing an embedded tutor within the course to assist students with drafting software would provide significant instructional support and is expected to positively impact student outcomes.

An embedded tutor is currently in place for the in-person section of INTE 112B, and this support has proven highly beneficial. Extending similar embedded tutoring to INTE 110 would further strengthen the program and promote student success across the curriculum.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Unit Goals, Action Plans, and Updates

Goal 1: Continue to expand software, technology and supply access for students in need.

Unit Goal: Goal 1: Continue to expand software, technology and supply access for students in need.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 1:** Use technology to improve communication and accessibility across campus. (✓)
- **Community - Objective 4:** Remove barriers to equitable participation by developing, incentivizing and creating structures for all employees to engage in and design professional learning (✓)
- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Completion - Objective 4:** Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity (✓)
- **Scholarship - Objective 5:** Reduce costs associated with instructional materials to support the elimination of equity gaps (✓)
- **Stewardship - Objective 4:** Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Maintain/expand loaner laptop program by acquiring additional computers and continue providing industry-standard, up-to-date software. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/22/2025 **Action Plan Update**: In 2025, 21 new laptops were purchased. Combined with the existing inventory, the program now has a sufficient number of units to loan to students. The program plans to continue operating the laptop-loan system in collaboration with the IT team and the LRC. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/24/2024

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Update: Our program plans to apply for Perkins funding in 2025 to purchase additional loaner laptops. We have successfully utilized campus annual funding to provide students with access to industry-standard and advanced technology. Moving forward, we will continue our efforts to identify emerging technologies and request annual subscriptions to support our students' needs. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 2: Stay informed of increasingly developing technology/ faculty professional development/ traning, etc.

Unit Goal: Goal 2: Stay informed of increasingly developing technology/ faculty professional development/ traning, etc.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 5:** Increase opportunities to be an asset and resource to the external community (✓)
- **Pathways and Partnerships - Objective 4:** Expand intersegmental pathways to create a seamless transition between Mesa and k-12, non-credit, Universities, and careers (✓)
- **Scholarship - Objective 1:** Expand and prioritize professional learning experiences for all employees that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups (✓)
- **Scholarship - Objective 4:** Expand the use of innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Identify conferences that include content and education related to issues of diversity, inclusion, equity and technology.	**Submission Date**: 11/22/2025 **Action Plan Update**: Industry professionals provided information on beneficial conferences during the advisory committee meeting. **Update Year**: 2025 - 2026

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Cycle: 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Action Plan Progress**: On Track **Submission Date**: 11/24/2024 **Action Plan Update**: The full-time Interior Design faculty have been actively identifying conferences and training opportunities for professional development. We also hosted an advisory committee meeting to gather suggestions from industry professionals and have made consistent efforts to attend these events. In 2024, the faculty successfully attended two design conferences. Looking ahead to 2025, we plan to further increase participation by attending at least one conference annually. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** Apply for funding to attend conferences. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/22/2025 **Action Plan Update**: Two full-time faculty members attended conferences in 2025 using Perkins funding. The program plans to continue seeking conference funding from various sources and supporting faculty professional development. **Update Year**: 2025 - 2026 **Action Plan Progress**: On Track **Submission Date**: 11/24/2024 **Action Plan Update**: In 2024, two full-time faculty members applied for funding through the Mesa Conference and Travel Committee, which was approved. For 2025, we plan to apply again and will also explore funding opportunities through Perkins. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Goal 3: Analyze data on Latinx – identify strategies

Unit Goal: Goal 3: Analyze data on Latinx – identify strategies

Goal Status: Archived

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 3:** Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and

administrative units (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Conduct further, in-depth data research starting from Mesa Data Dashboard on LatinX students. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/24/2024 **Action Plan Update**: Our program reviewed and identified key characteristics of the Latinx population using data from Mesa's HSI & Equity Dashboard. This information has been instrumental in understanding our student demographics and will continue to be utilized for deeper insights. The data was particularly useful during the advisory committee meeting to provide an overview of our student population. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track
Action Plan Status: Active **Action Plan:** If necessary, create student-wide survey to collect additional data based on age, educational background and ethnicity. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 11/24/2024 **Action Plan Update**: This action plan is currently on hold. Due to the demands of other teaching and administrative responsibilities, the full-time faculty do not have the time or resources to conduct meaningful surveys and data analysis at this point. We plan to refocus on this goal once a new full-time faculty member is approved and joins the team, as per the BARC request. **Update Year**: 2024 - 2025 **Action Plan Progress**: Barriers Encountered

Goal 4: Provide a healthy and supportive environment for faculty and students to promote well-being.

Unit Goal: Provide a healthy and supportive environment for faculty and students to promote well-being.

Goal Status: Active

Beginning Year: 2024 - 2025

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Community - Objective 2:** Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups, and inclusion. (✓)
- **Community - Objective 3:** Build a culture of communication that is evidence based, race conscious, institutionally focused, systemically aware, and equity advancing (✓)
- **Scholarship - Objective 2:** Evaluate and improve Diversity, Equity, and Inclusion practice in classroom environments, campus activities, departments, schools, and administrative units (✓)

Unit Goals, Action Plans, and Updates