

Instructional Program Review 2019/20 UPDATE

Interior Design

Created on: 09/06/2019 11:19:00 AM PST
Last Modified: 01/27/2020 12:12:08 PM PST

Table of Contents

General Information	1
2019/20 Instructional Program Review	2
Submission Information and Updates (REQUIRED)	2
Outcomes and Assessment (REQUIRED)	2
Program Analysis for Equity and Excellence (REQUIRED)	2
Program Goals (REQUIRED)	2
Action Plans for Goals (REQUIRED)	8
Goal Status Report (REQUIRED)	14
Request Forms	23
Classified Position, BARC and Faculty Position Request	23
Reviewers	24
Liaison's Review	24
Manager's Review	24
Appendix	25

General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Amy Aswell, Sarah Kim
- Name of Liaison: Mark Abajian
- Department Chair: Ian Kay
- Name of Manager/Service Area Supervisor: Charles Zappia
- Is this a CTE program? (State Yes or No): Yes

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

File Attachments:

1. **Outcomes Assessment Schedule_Updated**

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

File Attachments:

1. **Equity Gap- Demo.pdf**
2. **Outcome Trends.pdf**
3. **Summary.pdf**

PROGRAM GOALS (REQUIRED)

Interior Design Program Goals 2019/2020

Ceiling Document Camera, Ceiling 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.

Mapping

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 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:

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.

Mapping

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

Computer Hardware Replacement

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-in-hand 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.

Mapping

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 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

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 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.

Mapping

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

Travel funding for IDEC, KBIS, SketchUp Basecamp, Greenbuild, NeoCon

The Interior Design Educators Council (IDEC) is the leading resource for Design education in the U.S. In order to remain current with the profession's body of knowledge, new research and teaching resources, each full-time faculty should attend the conference each year. The cost to attend per person is \$2,000. The NKBA affiliated program requires one faculty to attend the KBIS forum in Las Vegas at a cost of approximately \$1,300. Our CTE program requires faculty to be current with current industry software by attending the SketchUp Basecamp conference. This will enable faculty to maintain technical skills and receive training on software updates. The cost to attend this conference is \$2,300. Finally, each full-time faculty should remain knowledgeable about green building practices and codes, requiring attendance at Greenbuild for approximately \$2,700 and an understanding interdisciplinary approaches to design by attending the Design Principles Conference costing approximately \$2,100.

Mapping

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

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.

Mapping

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 10, Strong Workforce Recommendation 2, Strong Workforce Recommendation 7, Strong Workforce Recommendation 8

3D software rendering workshop

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.

Mapping

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

Mapping

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

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 based on computer availability. Teaching Interior Design is a very hands-on, experiential learning process involving

one-on-one, teacher-to-student instruction. 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, and most Interior Design studio courses at other colleges, have their studios capped at 18 for these reasons. There is precedent that Interior Design should do the same for student success.

Mapping

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

Integrating Multiculturalism into Curriculum

The equity gap analysis indicated that some of the demographic groups need more motivation and resources to improve program success rate. As a part of the solution, we plan to introduce multicultural projects into the Residential and Non-Residential design curriculum.

Mapping

CA- Mesa College Strategic Directions and Goals: Strategic Goal 1.3, Strategic Goal 1.4, Strategic Goal 2.3, Strategic Goal 4.1,

CTE 2018/19: Perkins Core Indicator Activity 5, Perkins Permissive Use 10.4, Strong Workforce Recommendation 2,

Institutional Learning Outcomes 2016/17: Global Consciousness

Revit / SketchUp/ AutoCAD 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 in 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.

Mapping

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,

CTE 2018/19: Perkins Core Indicator Activity 1, Perkins Permissive Use 10.6, Perkins Requirement 4, Perkins Requirement 1, Perkins Requirement 7,

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

New Exhibit Gallery Building

Our proposal for a new exhibit gallery to be used for exhibiting student and professional work and lectures. 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 Program developed detailed preliminary design drawings for the building and related landscape improvements. During Spring of 2019 Interior Design Students developed furniture and lighting schemes for the proposed gallery.

Mapping

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

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

Mapping

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

Mapping

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 coordination of the NKBA accredited program

Marked obsolete by Amy Aswell on 12/03/2018 4:29:20 pm PST

deleted

Mapping

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 2.3, 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 GOALS (REQUIRED)

Actions

Interior Design Program Goals 2019/2020

Goal

Goal: Ceiling Document Camera, Ceiling 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.

Action: Ceiling Document Camera, Ceiling Projector Replacement & Related Podium Upgrades in Z102

Describe the actions needed to achieve this objective:

- The following actions are needed to achieve this objective:
1. Meet on-site with representative from Southland Technology to discuss requirements so said representative can compile list for replacement of the ceiling mounted document cameras, wall mounted screens, ceiling mounted projectors and related podium upgrades in the Design Center Auditorium, Z102.
 2. Representative from Southland Technology to develop and submit sales quote for the replacement of the ceiling mounted document camera, ceiling mounted projector and related podium upgrades.
 3. Purchase all required components as defined by Southland Technology in their submitted sales quote.
 4. Install all required components as defined by

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

Southland Technology in their submitted sales quote.

1. Ian J. Kay, Chair, Architecture & Environmental Design Department
2. David Fierro, Director, Technology Services

Provide a timeline for the actions:

The timeline for this action is as follows: 1. Department Chair Ian Kay to meet with representative from Southland Technology Fall Semester 2019. 2. Representative from Southland Technology submits sales quote for the replacement of the ceiling mounted document camera, ceiling mounted projector and related podium upgrades Fall 2019. 3. Request for replacement of the ceiling mounted document camera, ceiling mounted projector and related podium upgrades submitted in 2019-2020 Program Review cycle. 4. Funding approved Spring 2020. 5. Purchase all required components as defined by Southland Technology in their submitted sales quote by the end of the Spring Semester 2020. 6. Start installation of components as defined by Southland Technology in their submitted sales quote at the beginning of the Summer Session 2020. 7. Complete installation of all components as defined by Southland Technology in their submitted sales quote prior to the beginning of the Fall Semester 2020.

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

Ian J. Kay, Chair, Architecture & Environmental Design Department will develop an assessment survey that will be utilized to determine if the new components as defined by Southland Technology in their submitted sales quote are functioning properly. This survey will be conducted after the first two weeks of the Fall Semester 2020 has concluded.

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

The resources needed to achieve this objective are as follows:

1. Funding to purchase all required components as defined by Southland Technology in their submitted sales quote.
2. Classified Staff as follows:
 - a. David Fierro, Director, Technology Services
 - b. Additional Classified Staff as determined by David Fierro, Director, Technology Services
3. A complete list of all required components as defined by Southland Technology has been attached.

Goal: 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.

Action: Repair & Repainting the Exterior of the Design Center

Describe the actions needed to achieve this objective:

1. Upon approval, Department Faculty will develop a series of workshops to develop a master plan paint scheme for the Design Center.
2. Meet on-site with the District Architect, Lance Lareau, vetted painting contractor's representative and Architecture & Environmental Design faculty to discuss requirements so said representative can compile list of required patching and repair work, etc. at the Design Center to develop a cost estimate.
3. District Architect, Lance Lareau, vetted painting contractor's representative and Architecture & Environmental Design faculty representatives to develop final scope of work to be performed.
4. Painting Contractor's Representative to develop and submit cost estimate for the required painting, patching and repair work, etc. at the Design Center.
5. District Architect, Lance Lareau to coordinate contractual issues with the vetted painting contractor.
6. Repair and painting to be completed by vetted painting contractor.

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

- Who will be responsible for overseeing the completion of this objective:
1. Ian J. Kay, Chair, Architecture & Environmental Design Department
 2. Lance Lareau, District Architect
 3. Painting Contractors Representative
 4. Additional Department Faculty as deemed appropriate.

Provide a timeline for the actions:

The timeline for this action is as follows: 1. Funding approved Spring Semester 2020. 2. Faculty to develop a series of workshops to develop and complete master plan paint scheme for the Design Center Spring Semester 2020. 3. Start repair and repainting of the exterior of the Design Center, as defined by painting contractors scope of work in their submitted cost estimate at the beginning of the Summer Session 2020. 4. Complete repair and repainting of the exterior of the Design Center, as defined by painting contractors scope of work in their submitted cost estimate prior to the beginning of the Fall Semester 2020.

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

Ian J. Kay, Chair, Architecture & Environmental Design Department will develop an assessment survey that will be utilized to determine if the repair and repainting of the exterior of the Design

Center, as defined by painting contractors scope of work in their submitted estimate has been completed as promised. In addition, new and returning students will be asked to assess the overall impact these improvements have had on the Design Center aesthetic. This survey will be conducted after the first two weeks of the Fall Semester 2020 has concluded.

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

The resources needed to achieve this objective are as follows:

1. Funding to proceed with the required painting, patching and repair work, etc. at the Design Center.
2. Faculty
 - a. Ian J. Kay, Chair, Architecture & Environmental Design Department
 - b. Additional Department Faculty as deemed appropriate.
3. Classified Staff
 - a. Lance Lareau, District Architect
 - b. Additional Classified Staff as deemed appropriate.
4. Other
 - a. Painting Contractors Representative

Goal: Computer Hardware Replacement

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-in-hand 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.

No actions specified

Goal: 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 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.

No actions specified

Goal: Travel funding for IDEC, KBIS, SketchUp Basecamp, Greenbuild, NeoCon

The Interior Design Educators Council (IDEC) is the leading resource for Design education in the U.S. In order to remain current with the profession's body of knowledge, new research and teaching resources, each full-time faculty should attend the conference each year. The cost to attend per person is \$2,000. The NKBA affiliated program requires one faculty to attend the KBIS forum in Las Vegas at a cost of approximately \$1,300. Our CTE program requires faculty to be current with current industry software by attending the SketchUp Basecamp conference. This will enable faculty to maintain technical skills and receive training on software updates. The cost to attend this conference is \$2,300. Finally, each full-time faculty should remain knowledgeable about green building practices and codes, requiring attendance at Greenbuild for approximately \$2,700 and an understanding interdisciplinary approaches to design by attending the Design Principles Conference costing approximately \$2,100.

Action: Travel funding for IDEC, KBIS, SketchUp Basecamp, Greenbuild, Design Principles Conferences

Describe the actions needed to achieve this objective:

Request conference travel funding through the Program Review and Perkins.

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

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

Provide a timeline for the actions:

Complete Program Review and Perkins application by February 2020.

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

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

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

Travel and conference funds of approximately \$2000 per faculty member.

Supporting Attachments:

[Conference_Attendance_Estimate_2020_2021.pdf \(Adobe Acrobat Document\)](#)

Goal: 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.

No actions specified

Goal: Integrating Multiculturalism into Curriculum

The equity gap analysis indicated that some of the demographic groups need more motivation and resources to improve program success rate. As a part of the solution, we plan to introduce multicultural projects into the Residential and Non-Residential design curriculum.

Action: Integrating Multiculturalism into Curriculum	
Describe the actions needed to achieve this objective:	Update project descriptions and requirements for design studio classes.
Who will be responsible for overseeing the completion of this objective:	Amy Aswell, Assistant Professor of Interior Design Sarah Kim, Assistant Professor of Interior Design Ian Kay, Department Chair
Provide a timeline for the actions:	Starting from Spring 2020, INTE 105 (Residential Design), and INTE 205 (Non-Residential Space Planning) courses will introduce design projects which focus on multiculturalism.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Review project descriptions as well as student project outcomes.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Additional course preparation time will be required for faculties. In a long term, conferences and educator's forums will benefit faculties to learn various pedagogy in multi-cultural design education.

Goal: Revit / SketchUp/ AutoCAD 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: Revit / SketchUp/ AutoCAD tutor for Mesa Interior Design students	
Describe the actions needed to achieve this objective:	Faculties need to advertise and promote CT (Classroom Tutor) positions to qualified senior students to provide extra tutoring before, during, and after classes.
Who will be responsible for overseeing the completion of this objective:	Amy Aswell, Assistant Professor of Interior Design Sarah Kim, Assistant Professor of Interior Design Ian Kay, Department Chair
Provide a timeline for the actions:	CT sessions started for the first time at the Mesa Design Center in 2019 Fall and will be continued in 2020.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Assistant professors will record hours of CT services and will collect informal feedback from students who received the tutoring.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Faculties should spend additional time to support hiring process and hold meetings with tutors for schedules and extra materials.

GOAL STATUS REPORT (REQUIRED)

Action Statuses

Interior Design Program Goals 2019/2020

Goal

Goal: Ceiling Document Camera, Ceiling 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.

Action: Ceiling Document Camera, Ceiling Projector Replacement & Related Podium Upgrades in Z102

Describe the actions needed to achieve this objective:

The following actions are needed to achieve this objective:

1. Meet on-site with representative from Southland Technology to discuss requirements so said representative can compile list for replacement of the ceiling mounted document cameras, wall mounted screens, ceiling mounted projectors and related podium upgrades in the Design Center Auditorium, Z102.
2. Representative from Southland Technology to develop and submit sales quote for the replacement of the ceiling mounted document camera, ceiling mounted projector and related podium upgrades.
3. Purchase all required components as defined by Southland Technology in their submitted sales quote.
4. Install all required components as defined by Southland Technology in their submitted sales quote.

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

1. Ian J. Kay, Chair, Architecture & Environmental Design Department
2. David Fierro, Director, Technology Services

Provide a timeline for the actions:

The timeline for this action is as follows: 1. Department Chair Ian Kay to meet with representative from Southland Technology Fall Semester 2019. 2. Representative from Southland Technology submits sales quote for the replacement of the ceiling mounted document camera, ceiling mounted projector and related podium upgrades Fall 2019. 3. Request for replacement of the ceiling mounted document camera, ceiling mounted projector and related podium upgrades submitted in 2019-2020 Program Review cycle. 4. Funding approved Spring 2020. 5. Purchase all required components as defined by Southland Technology in their submitted sales quote by the end of the Spring Semester 2020. 6. Start installation of components as defined by Southland Technology in their submitted sales quote at the beginning of the Summer Session 2020. 7. Complete installation of all components as defined by Southland Technology in their submitted sales quote prior to the beginning of the Fall Semester 2020.

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

Ian J. Kay, Chair, Architecture & Environmental Design Department will develop an assessment survey that will be utilized to determine if the new components as defined by Southland Technology in their submitted sales quote are functioning

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

properly. This survey will be conducted after the first two weeks of the Fall Semester 2020 has concluded.

The resources needed to achieve this objective are as follows:

1. Funding to purchase all required components as defined by Southland Technology in their submitted sales quote.
2. Classified Staff as follows:
 - a. David Fierro, Director, Technology Services
 - b. Additional Classified Staff as determined by David Fierro, Director, Technology Services
3. A complete list of all required components as defined by Southland Technology has been attached.

Status for Ceiling Document Camera, Ceiling Projector Replacement & Related Podium Upgrades in Z102

Current Status: Not started

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

This project was not funded in 2019. Architecture and Environmental Design department is working together to achieve this goal in coming years.

Goal: 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.

Action: Repair & Repainting the Exterior of the Design Center

Describe the actions needed to achieve this objective:

1. Upon approval, Department Faculty will develop a series of workshops to develop a master plan paint scheme for the Design Center.

2. Meet on-site with the District Architect, Lance Lareau, vetted painting contractor's representative and Architecture & Environmental Design faculty to discuss requirements so said representative can compile list of required patching and repair work, etc. at the Design Center to develop a cost estimate.
3. District Architect, Lance Lareau, vetted painting contractor's representative and Architecture & Environmental Design faculty representatives to develop final scope of work to be performed.
4. Painting Contractor's Representative to develop and submit cost estimate for the required painting, patching and repair work, etc. at the Design Center.
5. District Architect, Lance Lareau to coordinate contractual issues with the vetted painting contractor.
6. Repair and painting to be completed by vetted painting contractor.

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

- Who will be responsible for overseeing the completion of this objective:
1. Ian J. Kay, Chair, Architecture & Environmental Design Department
 2. Lance Lareau, District Architect
 3. Painting Contractors Representative
 4. Additional Department Faculty as deemed appropriate.

Provide a timeline for the actions:

The timeline for this action is as follows: 1. Funding approved Spring Semester 2020. 2. Faculty to develop a series of workshops to develop and complete master plan paint scheme for the Design Center Spring Semester 2020. 3. Start repair and repainting of the exterior of the Design Center, as defined by painting contractors scope of work in their submitted cost estimate at the beginning of the Summer Session 2020. 4. Complete repair and repainting of the exterior of the Design Center, as defined by painting contractors scope of work in their submitted cost estimate prior to the beginning of the Fall Semester 2020.

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

Ian J. Kay, Chair, Architecture & Environmental Design Department will develop an assessment survey that will be utilized to determine if the repair and repainting of the exterior of the Design Center, as defined by painting contractors scope of work in their submitted estimate has been completed as promised. In addition, new and returning students will be asked to assess the overall impact these improvements have had on the Design Center aesthetic. This survey will be conducted after the first two weeks of the Fall Semester 2020 has concluded.

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

The resources needed to achieve this objective are as follows:

1. Funding to proceed with the required painting, patching and repair work, etc. at the Design Center.
2. Faculty
 - a. Ian J. Kay, Chair, Architecture & Environmental Design Department
 - b. Additional Department Faculty as deemed appropriate.
3. Classified Staff
 - a. Lance Lareau, District Architect
 - b. Additional Classified Staff as deemed appropriate.
4. Other
 - a. Painting Contractors Representative

Status for Repair & Repainting the Exterior of the Design Center

Current Status: Not started

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

All three programs in Architecture department set this as a shared goal. The department chair is working on quote and funding source for this project.

Goal: Computer Hardware Replacement

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-in-hand 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.

No actions specified

Goal: 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 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.

No actions specified

Goal: Travel funding for IDEC, KBIS, SketchUp Basecamp, Greenbuild, NeoCon

The Interior Design Educators Council (IDEC) is the leading resource for Design education in the U.S. In order to remain current with the profession's body of knowledge, new research and teaching resources, each full-time faculty should attend the conference each year. The cost to attend per person is \$2,000. The NKBA affiliated program requires one faculty to attend the KBIS forum in Las Vegas at a cost of approximately \$1,300. Our CTE program requires faculty to be current with current industry software by attending the SketchUp Basecamp conference. This will enable faculty to maintain technical skills and receive training on software updates. The cost to attend this conference is \$2,300. Finally, each full-time faculty should remain knowledgeable about green building practices and codes, requiring attendance at Greenbuild for approximately \$2,700 and an understanding interdisciplinary approaches to design by attending the Design Principles Conference costing approximately \$2,100.

Action: Travel funding for IDEC, KBIS, SketchUp Basecamp, Greenbuild, Design Principles Conferences

Describe the actions needed to achieve this objective:	Request conference travel funding through the Program Review and Perkins.
Who will be responsible for overseeing the completion of this objective:	Amy Aswell, Assistant Professor Interior Design Sarah Kim, Assistant Professor Interior Design Ian Kay, Department Chair Charles Zappia, Dean Monica Romero, Dean
Provide a timeline for the actions:	Complete Program Review and Perkins application by February 2020.
Describe the assessment plan you will use to know if the objective was achieved and effective:	The two faculty members will be able to attend without incurring excessive personal funds.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Travel and conference funds of approximately \$2000 per faculty member.
Supporting Attachments:	

📎 Conference_Attendance_Estimate_2020_2021.pdf (Adobe Acrobat Document)

Status for Travel funding for IDEC, KBIS, SketchUp Basecamp, Greenbuild, Design Principles Conferences

Current Status: In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps: IDEC, KBIS, and Neocon travel funding was approved by 2018-2019 Perkins, and two assistant professors completed regional IDEC conference in 2019 Fall and KBIS in 2020 Spring. In lieu of Neocon, interior design faculties will attend Design Principals & Practices conference in March 2020.

Substantiating Evidence:

📎 2020/2021 Conference Estimate (Adobe Acrobat Document)

Goal: 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.

No actions specified

Goal: Integrating Multiculturalism into Curriculum

The equity gap analysis indicated that some of the demographic groups need more motivation and resources to improve program success rate. As a part of the solution, we plan to introduce multicultural projects into the Residential and Non-Residential design curriculum.

Action: Integrating Multiculturalism into Curriculum

Describe the actions needed to achieve this objective:	Update project descriptions and requirements for design studio classes.
Who will be responsible for overseeing the completion of this objective:	Amy Aswell, Assistant Professor of Interior Design Sarah Kim, Assistant Professor of Interior Design Ian Kay, Department Chair
Provide a timeline for the actions:	Starting from Spring 2020, INTE 105 (Residential Design), and INTE 205 (Non-Residential Space Planning) courses will introduce design projects which focus on multiculturalism.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Review project descriptions as well as student project outcomes.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Additional course preparation time will be required for faculties. In a long term, conferences and educator's forums will benefit faculties to learn various pedagogy in multi-cultural design education.

Status for Integrating Multiculturalism into Curriculum

Current Status:	Not started
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	Two faculties teaching INTE 105 and 205 will start preparation of multicultural design projects during 2019 winter break.

Goal: Revit / SketchUp/ AutoCAD 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 in 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: Revit / SketchUp/ AutoCAD tutor for Mesa Interior Design students

Describe the actions needed to achieve this objective:	Faculties need to advertise and promote CT (Classroom Tutor) positions to qualified senior students to provide extra tutoring before, during, and after classes.
Who will be responsible for overseeing the completion of this objective:	Amy Aswell, Assistant Professor of Interior Design Sarah Kim, Assistant Professor of Interior Design Ian Kay, Department Chair
Provide a timeline for the actions:	CT sessions started for the first time at the Mesa Design Center in 2019 Fall and will be continued in 2020.
Describe the assessment plan you will use to know if the objective was achieved and effective:	Assistant professors will record hours of CT services and will collect informal feedback from students who received the tutoring.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	Faculties should spend additional time to support hiring process and hold meetings with tutors for schedules and extra materials.

Status for Revit / SketchUp/ AutoCAD tutor for Mesa Interior Design students

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	
If the Current Status was not marked Completed, what are the implications and next steps:	In 2019 Fall, new Revit and AutoCAD tutors were hired to work in the Mesa Design Center. The Revit tutor actively participated in CT program and hosted multiple workshops. AutoCAD tutor started later the semester and is in progress of setting the tutoring schedule for 2020 Spring. Additionally, a new SketchUp tutor started hiring process targeting to join in 2020 Spring.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

-
- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
-

Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Interior Design

(REQUIRED) Program name

Interior Design

(REQUIRED) Are you on target with your assessment schedule?

We have modified the Outcomes Assessment Schedule submitted with the 2018/2019 Program Review to reflect our new goals and projected timeline required to successfully evaluate the remaining courses for this cycle. Our goal moving forward is to evaluate 1 lecture and 1 lecture/lab course per semester.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

According to assessment completed for 2018, the results confirmed a need for an additional staff supporting INTE students learning technologies. 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.

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

During the Fall of 2019, our program successfully hired 1 embedded tutor for the Revit class and 1 LRC AutoCAD tutor which was quite beneficial to our students requiring additional support. This tutoring precedent should be an ongoing support service for design students, and is commonly provided within other design schools. Additionally, with the hiring of a full-time Model Shop employee, many students have been able to seek enhanced support and increased time to work on non-digital projects. However, students still require additional and consistent computer lab access and support which has been an ongoing challenge for the current program faculty.

Please provide any other comments.

No answer specified

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Interior Design

Program Name

(REQUIRED) Type your program name.

Interior Design

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

According to the data analysis, our program consists of 78.3% of female students and 21.7% of male students. In regards to ethnicity, 43.9% of students are white, 34.6% are Latino, and 8.2% are Asian. In the course success rate data, the largest equity gap is shown in African American and Pacific Islander groups as their rate is below average by 16% or more. However, the overall headcounts of the groups are 3.3% and 0.3%, thus it is not seen as a significant concern. A more critical trend our program has noticed is the success rate of the Latino group, which is the second-largest ethnic group in our program. It has been consistently below average by 4% for the last 5 years. We will discuss plans to address this concern in the next sections. Another trend in the equity gap is noticed in age groups. The age group of 18-24, who consists of 46.7% of our program, has shown a success rate below average by 2-3%.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

The equity gaps in age and ethnicity groups have been fairly consistent. The percentage change has not been significantly for the last five years.

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

Our program's gender gap reflects the traditional characteristic of the female-dominated interior design industry. Even though the majority of male students are dedicated individuals, the success rate of the male student group is below average due to the lack of social connections within the program as well as mentorship outside of school. Our program will discuss future plans to address this issue in the next sections.

In regards to the equity gap in ethnicity, cultural diversity was not well accounted in design courses as most projects focus on 'average' American design. Our program will conduct an internal review and update our curriculum to reflect the diverse student population and their cultural backgrounds.

One of the factors that may have influenced the age group equity gap is the misunderstanding of the interior design industry due to the images shown in media. Based on the casual survey conducted in INTE 101, Intro to Interior Design, many students in the age group of 18-24 were motivated to study interior design by watching TV shows such as HGTV. Nevertheless of the benefit of the media, students misunderstood the level of dedication or duration of a design project. This resulted in the frustration of students thus lower success rate when encountering challenging design problems.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

The 3 primary equity gaps specific to our program are within the 18-24 year old, male and latino student populations. It is worth noting that the course success rate for our program is similar to the course success rate for the 18 to 24 year age group for the entire school, with only a 1% discrepancy (school is -2% and Interior Design program is -3%). Due to the general rigor of design programs and increased time commitment and dedication required for studio-based curriculum, it is not unusual to see younger students struggle, even those who have excelled in more traditional academic environments. However, we are interested in learning more about the more specific and unique needs and circumstances impacting this age group's ability to succeed in our design program. Over the next 2 semesters, we will write and distribute a student survey which will include questions targeted toward this age group, including preferred learning methods (ex. more field trips, guest speakers and group projects). We speculate that a continued emphasis on interactive learning opportunities like showroom and site visits will positively contribute to enhanced learning for all age groups, and specifically increase engagement for this age group. Additionally, we will continue to stay current on design trends impacting our industry and bring these lessons into our lectures and projects, for example the increased use of innovative technologies, virtual experiences and physical, mental and spiritual well-being.

To increase male student success, our program will explore the potential for a male-focused mentoring system both within the program and pairing male students with professional designers in the community to foster an increased sense of belonging. Additionally we will be more sensitive to creating program promotional material which more equally represents both genders.

In order to address the success and equity gap among our latino student populations and increase engagement with the curriculum, we plan to introduce more lectures and studio projects which recognize and celebrate multiculturalism regarding the design of the built environment. Specifically, we will profile more latino designers and architects

when introducing Residential and Non-Residential studio projects as well as invite industry professionals to introduce students to such relevant local programs as the Cross Border Forum and the Unfamiliar lecture series by Women in Architecture.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

Latino's are the second largest demographic group served by the Interior Design program at 34.6%. As mentioned earlier, we plan to implement course content with more multicultural, and specifically Latino, themes. This can include profiling case studies of Latino designer's at the start of a new project, revising current projects to include a multicultural environmental design research component, and exposing students to more Latino guest speakers.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

In order to successfully implement new strategies for addressing student success and equity gaps, our program requires additional prep time for full-time instructors in order to plan, and execute additional projects and initiatives designed to support these populations. This could take the form of hiring additional adjunct or another full-time professor to allow for release time for the ever-increasing administrative tasks associated with ensure the success of these struggling populations. As things stand, faculty are performing the tasks normally requiring additional support so earnestly addressing these issues would require the hiring of more employees or eliminating some current responsibilities assigned to faculty.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Program goals related to media equipment and technology upgrades and replacement throughout the Design Center will more appropriately meet the needs of all students, and specifically those in the 18 - 24 year old demographic. Technical glitches in the classroom create ongoing disruptions during which younger students most notably disengage. In addition to interruptions during lecture and demonstrations in the classroom, many younger students opt to work on projects from home when they observe these technological mishaps where they feel they can be more productive. This creates a disconnect between interest and passion that can only be captured within the classroom environment. By having the most up-to-date technology at the Design Center, we will be better equipped to meet the expectations of all students, and specifically the younger demographic, which in turn will better prepare them for the demands of the workforce. The needs of our male student population will also be best addressed through these shared department technology goals.

In order to address the needs of the Latinx population we developed a new goal of updating current curriculum in studio courses to include exercises, case studies and projects with multicultural themes.

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

Last year, our program goals mainly focused on two areas; the technology update in the design center and professional development opportunities for faculties.

First, the technology update, including AV equipment and computer hardware replacement in the design center computer labs, was the shared goal of the Architecture & Environmental Design department. All three programs in the department agreed on the importance of technology update as it reflects models of the current workplace environment in the industry. 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. Unfortunately, none of the technology-related goals were supported by any funding source last year. Our program will continue to pursue the technology update as our top goals this year.

Second, the goal of providing professional development to faculty has been developed in order to remain current with the profession's body of knowledge, new research, and teaching resources. Perkins as well as Strong Workforce funded full-time faculties to attend Neocon in 2018, AIA women's conference in 2019, and IDEC in 2019. During the conferences, faculties were able to make connections in the industry, obtain new perspectives in Interior Design education, and maintain currency in design trends and technologies. This year, our program will set the goal of providing travel funding for different conferences to expand specialties and knowledge of full-time faculties.