



2016-2017 Instructional Program Review Annual Update

1. Discipline/Area Name: Interior Design	For: 2016-2017
2. Name of person leading this review: Leslie Baker	
3. Names of all participants in this review: N/A	
4. Status Quo option: Year 1: Comprehensive review <input type="checkbox"/> Year 2: Annual update or status quo option <input type="checkbox"/> Year 3: Annual update <input checked="" type="checkbox"/> Year 4: Annual update or status quo option <input type="checkbox"/>	In years two and four of the review cycle, programs may determine that the program review conducted in the previous year will guide program and district planning for another year. <input type="checkbox"/> Check here to indicate that the program review report written last year accurately reflects program planning for the current academic year. (Only programs with no updates or changes may exercise the status quo option. All others will respond to questions 6 – 13.)

Number of Full-time Faculty

Number of Part-time Faculty

Data/Outcome Analysis and Use

5. Please review the [subject level data](#) and comment on trends (more data will be available the Program Review [web page](#)):

Indicator	2012-2013	2013-2014	2014-2015	2015-2016	Recent trends?	Comment
Enrollment #	323	333	287	235	Decrease	Program has seen a marked increase in 2016/2017 enrollment
# of Sections offered	18	21	20	20	No Change	Program is stable at this number of offerings
# of Online Sections offered	0	0	0	0	No Change	No on-line offerings are planned
# of Face-to-Face Sections offered	18	21	20	20	No Change	
# of Sections offered in Lancaster	18	21	20	0	No Change	
# of Sections in other locations	0	0	0	0	No Change	No offerings other than at Lancaster campus are planned
# of Certificates awarded	6	15	6	9	Increase	Program is rebuilding from lows in 2015
# of Degrees awarded	6	11	6	6	No Change	Program is rebuilding from lows in 2015
Subject Success Rates	75.2	71.8	72.3	79.6	Increase	

Subject Retention Rates	92.6	88.0	91.3	94.5	Increase	
Full-time Load (Full-Time FTEF)	1.03	1.03	1.02		No Change	
Part-time Load (Part-time FTEF)	0.72	0.83	0.63		No Change	
PT/FT FTEF Ratio						One Part-time hire in 2016

#	Indicator	Comments and Trend Analysis
7.	If applicable, report program/area data showing the quantity of services provided over the past four years (e.g. # of workshops or events offered, ed. plans developed, students served)	The Interior Design program remains static regarding the number of offerings provided student, although the long awaited Computer Aid Drafting (ID-240) course was finally offered in Spring 2016. The program experienced a dip in the number of students served in 2015, but through active recruiting efforts at high schools and AVC sponsored high school/college transition events, there has been a notable increase in the number of students taking ID program classes in Fall 2016 and Spring 2017.
8.	Student success and retention rates by equity groups within discipline	By gender: Females continue to represent over 80% of the program and tend to excel at a higher rate than their male counterparts (76.5% female success vs. 61.0% male success). By ethnicity: Black students continue to lack behind all other ethnicities in success (67.9% success) and continue to trend downward. This has been a long term trend in the program as noted in previous program reviews.
9.	Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	N/A

10. Cite examples of using action plans (for SLOs, PLOs, OOs, ILOs) as the basis for resource requests and how the allocation of those resources or other changes resulted in improved outcomes over the past four years.

SLO/PLO/OO/ILO	Action Plan	Current Status	Impact of Action
ID-240, SLO 1,2,3	2013-2014	Completed	The program offered the first computer aided drafting for Interior Design course in Fall 2016. This new course meets the needs of the student by providing an industry standard skill which was previously lacking in the program. <i>The program needs to continue to purchase the software updates on an annual basis to support these SLO's</i>
PLO 1,3, 5	2014-2015	Ongoing	Interior Design program needs access to computer lab to continue to support the needs of the ID-240 class. <i>Additionally Interior Design and Clothing and Textile are requesting the development of a new 25 seat computer lab to support the new</i>

			technology requirements of these programs. Modeling using 3D printers is rapidly becoming an industry standard for Interior Design professionals. A shared computer lab with Clothing in Textiles will assure that the computer facility is not under utilized.
ID 110- SLO 2, 3	2016-2017	Ongoing	A request for 25 drafting boards was prepared, but the purchase was not executed during the previous fiscal year. Based on the need to replace failing equipment, <i>the Interior Design program is requesting \$3,100 for the purchase of new drafting boards.</i>

11. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Development and implementation of a computer aided drafting course.	Completed	Course was offered in Fall 2016 and was well received by the students. The course allows the program to offer a course which develops skills now considered to be the industry standard for students seeking employment in the field of Interior Design
Promote enrollment in Basic Skills and ESL courses by Interior Design students in need of improved learning skills to increase program learning outcomes.	Ongoing	Basic educational and study skills of some students arriving in the program are often minimally acceptable for performing at the college level. Basic reading, writing, note taking and study skills can be lacking. While instructors in the program continue to promote ESL and remedial English classes, it is unclear how many students, if any are taking advantage of these offerings.
Increase recruitment into entry level Interior Design courses.	Ongoing	Substantial outreach to local high schools was made during spring of 2016. These efforts have yielded an upswing in enrollment in the 100 level courses of the program, with the expectation that some of these students will continue along through the entirety of the program. Enrollment numbers are up and observation of the make-up of the students in the 100 level courses indicates a shift to a younger student mix. This increase in the number of younger students enrolled indicates that outreach efforts have been successful.
Briefly discuss your progress in achieving those goals: Outreach efforts to increase enrollment have proved successful and will continue in Spring 2017 using Student Success Kickoff Resource Fair as the primary tool to outreach to in-bound high school students. The use of technology has increased within the program as well with ID-240 now established in the program cycle. Some students, in particularly Black students, continue to struggle with study skills that will allow them to succeed in at the college level.		
Please describe how resources provided in support of previous program review contributed to program improvements: The purchase of continued renew of Chief Architect software is instrumental to the continued success of ID-240 and the program as a whole. The development of a shared computer lab between ID and Clothing and Textile would promote the continued integration of technology into the program and enhance the potential that students completing the certificate or degree program will have successful		

professional careers.

12. Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2018-2019. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or Outcomes	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?
1	Development and implementation of a computer aided drafting course.	*2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services	Continue to assure access to the computer lab for the Interior Design program. Continue the annual procurement of the software update from Chief Architect to support the needs of the ID-240 class. Computer aided drafting is now a professional standard for students who wish to enter the Interior Design field.	Yes
2	Assure that basic skills required for transfer or employment are maintained within the program	5.Align instructional programs to the skills identified by the labor market	Continue to fund the procurement of basic supply needs for the ID program to assure that baseline skills can be successfully taught to students. This includes the procurement of new drafting boards to support the ID-110 offering and basic lab supplies, including a variety of drafting equipment and design material samples to support multiple offerings within the program.	Yes

****Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.**

13. Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/program goal(s) from #12 guide this need.**

Indicate which Goal(s) guide this need	Type of Request (Personnel ¹ , Technology ² , Physical ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?	Contact's name

2	Physical	New	Purchase 25 drafting boards	3,100.00	One-time	Leslie Baker
2	Physical	New	Procurement of misc. supplies to support multiple classes.	2,000.00	One-time	Leslie Baker
1	Technology	Repeat	Purchase 25 seat Chief Architect license	1,125.00	Recurring	Leslie Baker

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.