

Interior Design: Technical Skills Emphasis Program Review (SP11)

1. Enrollment Patterns	2. Achievement Data	3. Staffing /Resources	4. SLOs	5. Goals
<p>Data provided by Institutional Effectiveness and Academic Services</p> <p>FACS Enrollment Patterns: 2008-2009 enrollment pattern was at 625 student FTE. In 2009/2010 student FTE declined to 500 FTE. This was due to funding cutbacks that did not allow us to offer as many course sections and therefore student enrollment decreased.</p>	<p>Data provided by Institutional Effectiveness and Academic Services</p> <p>Achievement patterns for Interior Design: Technical Skills Emphasis</p> <p>Success rate for Interior Design Technical Skills Emphasis ranges from 89% to a low of 30% based on an overall view of the courses for the three academic years being reviewed.</p> <p>Retention rates for courses range from 92% to 57% based on a three year average (2007-2010).</p> <p>Completion rates for a three year cycle (2007-2010) range from a high of 89% to a low of 48%. In a two year period (2008-2009/2009-2010) 7 graduated with the ID Technical Skills Emphasis.</p>	<p>Data Provided by HR</p> <p>Staffing and Resources for Interior Design: Technical Skills Emphasis includes 1 Full Time Faculty and 6 Adjunct Instructors.</p>	<p>Data provided by Department Faculty</p> <p>SLO's were completed for all Interior Design: Technical Skills Emphasis courses. Assessment of SLO's are not scheduled until Spring 2013.</p> <p>SLO's have been included in all course syllabi and are discussed with students as outcome goals.</p>	<p>Department Plan</p> <p>Professional Development Goal:</p> <ol style="list-style-type: none"> 1) Interior Design Full Time Faculty attended the Student Career Forum in San Francisco, which is the premiere Western United States Interior Design Forum for students. Aimed at cutting edge career preparation and competition events. 2) Development of 6 new courses proposed to update the Interior Design: Technical Skills Emphasis is in progress. 3) VTEA funding has been secured for new computer software programs and licensing to correlate with new course proposals. <p>Student Competency Goal:</p> <ol style="list-style-type: none"> 1) Gensler Worldwide Design has provided valuable internship guidance for LBCC students in the Technical Skills Emphasis Certificate direction. 2) The LBCC Interior Design Advisory Board has verbalized approval and recommendation for new course

Interior Design: Technical Skills Emphasis Program Review (SP11)

				<p>proposals to the Technical Skills Emphasis Certificate.</p> <p>3) Students are finding that Interior Design technical skills are increasing employment opportunities and salaries.</p> <p>4) Work Experience sites are offered to students to build a bridge between the classroom and industry experience.</p> <p>5) Guest speakers from the Interior Design profession are included in many ID courses to provide current information about the job market and networking opportunities related to ID technical skills.</p> <p>Future Plans:</p> <p>1) Faculty Professional Development Goal: To attend IDEC Conference</p> <p>2) Model Building tables and tools for new course proposals</p> <p>3) Increase number of computers in FACS Computer lab to provide student instructional access for new courses.</p> <p>4) Full Time Faculty- New Hire in Interior Design: Technical Skills Emphasis to share</p>
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Interior Design: Technical Skills Emphasis Program Review (SP11)

				coverage of 27 ID courses. 5) Interior Design: Technical Skills Emphasis Certificate Brochure to announce course changes 6) Interior Design Lab Aide to assist with computer instruction and lab
6. College Wide Overall – How does this information fit with the College Wide Goals? Faculty Professional Development and Student Competency are the main foci for the Interior Design: Technical Skills Emphasis Certificate. These two goals correspond with the overall college institutional goals and initiatives: 1) To provide technical skill training toward a career with a livable wage income 2) To provide transfer alignment with 4 year college programs				

The purpose of Program Review is to summarize and interpret the data and information collected from the resources listed above, reflecting how your department program(s) have been successful and incorporated the information into improvements, where necessary. As a part of the overall college planning process, a meaningful Program Review will be the primary document CPC and other college committees will rely on for qualitative and quantitative information on a program, informing enrollment management, budgeting (cap outlay, grants), hiring priorities, and finally accreditation. Therefore, it is important that each department create a report that is meaningful for their program(s) while demonstrating the program(s)' value to the college and community.

The questions below are designed to help you create, a narrative review (roughly 5-10 pages) for each department "program". Each curriculum guide (AA or Certificate) within your department represents a "program" and requires a separate program review report. Any data included should be interpreted, not simply "plugged in"; this document should refer to supporting documents for larger amounts of raw data. It is expected to take more than Flex day, and be an on-going conversation among the faculty in the program. Please refer to the timeline to help you map out an internal timetable for your program. To further assist you, we are planning a workshop for the March Flex day (see timeline).

It is important to note that while "Program Plans" are really "Department Plans" (yearly), you need to create a separate "Program Review" (3-year cycle) document for each program (curriculum guide) within your department.

Program Review Questions (Use form boxes, they will automatically expand.)

1. – 3. Summarize and interpret the data for each of the first three above (Enrollment Patterns, Achievement Data, Staffing/ Resources) as they relate to your program.

FACS Enrollment Patterns: 2008-2009 was at 625 student FTE. In 2009/2010 student FTE declined to 500. This was due to funding cutbacks that did not allow offering as many course sections and therefore student enrollment decreased.

Interior Design: Technical Skills Emphasis Program Review (SP11)

Achievement Patterns for Interior Design: Technical Skills Emphasis: Success rate for Interior Design: Technical Skills Emphasis ranges from 89% to a low of 30% based on an overall view of the courses for the three academic years being reviewed.

Retention Rates for courses ranges from 92% to 57% based on a three year average (2007-2010).

Completion Rates for a three year cycle (2007-2010) range from a high of 89% to a low of 48%,

Staffing and Resources for Interior Design: Technical Skills Emphasis includes 1 Full Time Faculty and 6 Adjunct Instructors. Resources include 1 classroom/lab with 18 drafting tables and 34 drafting chairs.

4. SLOs – a) Summarize the collected program data

SLO's were completed for all Interior Design: Technical Skills Emphasis courses. Assessment of SLO's are not scheduled until Spring 2013. SLO's have been included in all course syllabi and are discussed with students as outcome goals.

b) Based on analysis of course and program SLO assessment:

- How are program-level and course-level SLOs being implemented, assessed, and used for program improvement?

Assessment is not scheduled until Spring 2013.

- Summarize how the program has responded to SLO assessment results.

Assessment is not scheduled until Spring 2013.

- Discuss how each action/change is based on ASLO results and how it will contribute to the improvement of the program.

Assessment is not scheduled until Spring 2013.

5. Goals -

a) Based on the data from questions 1 – 4 and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

1) **Professional Development Goal:** Ongoing training of Interior Design faculty to provide relevant and current instructional content for the Interior Design: Technical Skills Emphasis program

2) Student Competency Goal: To provide technical training aimed at preparing students for a livable wage career.

b) Discuss the steps you have taken to address each goal. What have been the results of these efforts?

1a) The Interior Design Full Time Faculty has attended the Student Career Forum in San Francisco which is the premiere Interior Design conference for the Western United States 2 yr and 4yr Interior Design college

Interior Design: Technical Skills Emphasis Program Review (SP11)

programs. This forum is aimed at cutting edge career preparation (with guest speakers, seminars, tours, etc) and student competition events (in which our LBCC Interior Design students have entered).

1b) 6 new courses for the Technical Skills Emphasis Certificate were developed with input from the Interior Design Advisory Board and Gensler Worldwide Design. The inception of these courses were initiated in the Spring 2011 and prepared according to LBCC Curriculum documents for proposal Fall 2012. These six courses were directed at the advance of new software programs necessary for Interior Design practice.

1c) VTEA funding was initiated in a meeting Spring 2011 to provide funding for software programs and instructional materials needed for Interior Design: Technical Skills Emphasis.

2a) Gensler Worldwide Design has provided valuable internship guidance for LBCC students in the Technical Skills Emphasis Certificate direction.

2b) The LBCC Interior Design Advisory Board has verbalized approval and recommendation for new course proposals to the Technical Skills Emphasis Certificate.

2c) Work Experience sites are offered to students to build a bridge between the classroom and the industry experience.

2d) Guest speakers from the Interior Design profession are included in many ID courses to provide current information about the job market and networking opportunities related to ID Technical Skills.

c) Based on the new data collected (4), what are your plans for change in the future?

Future Plans:

1) Faculty Professional Goal: to attend the IDEC (Interior Design Educators Council) Conference. National council for 2 yr and 4 yr Interior Design educators.

2) Seek funding for model building tables to support the new course proposals.

3) Increase number of computers in the FACS Computer Lab to provide student instructional access for new courses.

4) Full Time Faculty- New Hire for Interior Design Technical Skills Emphasis and Green Design courses- to provide shared coverage of 27 courses.

5) Interior Design Technical Skills Emphasis brochure needed to announce course changes.

6) Interior Design Lab Aide needed to assist with computer lab instruction and interior design materials library.

6. College Wide –

Discuss how the program SLOs as well as the department goals integrate, articulate, and complement the institutional goals and initiatives. (How does your department fit into the big picture?)

The Faculty Professional Development Goal and Student Competency are the main foci for the Interior Design: Technical Skills Emphasis Certificate. These two goals correspond with the overall college institutional goals and initiatives:

Interior Design: Technical Skills Emphasis Program Review (SP11)

1) "To provide technical skill training toward a career with a livable wage income"

2) To provide transfer alignment with 4 year college programs

Instructional content, SLO's, work experience opportunities, guest speakers, field trips, computer access and funding, currency in course offerings relative to professional employment expectations are all included in this Program Review and the intention of the Interior Design : Technical Skills Emphasis Certificate.