



Fullerton College

Self-study for Interior Design Program

2025

Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Interior Design Technology Department offers three paths to completing an interior design certificate and a path to acquiring the Interior Design Associate in Science Degree:

- 1. Interior Design Assistant Certificate**
- 2. Commercial Interior Design Certificate**
- 3. Residential Interior Design Certificate**
- 4. Interior Design Associate in Science Degree**

The Commercial Design Certificate, the Residential Design Certificate and the Interior Design A.S Degree prepare students to qualify to take the IDEX (Interior Design Examination) administered by the California Council for Interior Design

Certification (CCIDC) leading to the professional designation of Certified Interior Designer (CID) in the State of California.

The goal for most of our students is to complete their program and transition immediately into employment.

OUR MISSION: To embark our students on a path of lifelong learning in pursuit of improving quality of life for the public and the community we serve through shaping the interior environment. This aligns with the college's mission that students be successful learners, to continue growing, and accepting responsibility for the betterment of the world around us.

OUR VISION: Our students understand that the full breath and scope of interior design is to serve the individual and society and have a positive effect on quality of life. This intertwines with the college's vision to transform lives and inspire positive change in the world.

OUR CORE VALUES: We make students aware of opportunities in our *community* where their strengths and knowledge can make a difference in the lives of others by creating environments that actively promote well-being. We embrace *diversity* as the design community is a global one. We espouse universal design that promotes *equity* for those with disabilities. We push students to think beyond their own experiences in developing innovative solutions to design challenges. *Partnership* is evidenced by our internship employers and advisory committee members who give willingly of their time to mentor our students.

Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

HEADCOUNT BY ETHNICITY

- In each of the last five years, the largest headcount is Latinos (48%), representing over 50% of the total headcount for IDES. This aligns with the campus wide ethnicity breakdown.

- Asian and White headcounts are trending down with a greater decrease in White headcount.
- White headcount has decreased (23%) with an average headcount of 21% over five years.
- Latino headcount has increased (11%) with an average headcount of 41% over five years.

This represents a 20% difference between headcounts of Latinos and Whites, when in the city of Fullerton, Latinos represent 39.6%; Whites represent 30.3% -- a 9.3% difference. (Source: Data USA) Further analysis is needed to understand why the representation of these two groups differs significantly in the IDES program's ethnicity headcount.

- Male headcount has increased 32%. This significant increase suggests the need to explore what this group values and how the IDES program can better align with their interests and expectations.
- "Two or more races" has trended up moderately
- Black/African American, American Indian/Alaskan, and Unknown remained flat.

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

Enrollment for IDES has been fluctuating since 2020/21; however, from 2020/21 to 2024/25 campuswide enrollment decreased 5.6%, while IDES enrollment decreased 6.9%, a 1.3% difference.

The reasons for the decrease in IDES enrollment could, very well, be the same reasons that enrollment is down campuswide -- repercussions from the COVID pandemic such as working to meet essential needs taking precedent over achieving long-term goals such as acquiring a degree. Ongoing social unrest may be contributing to a sense of insecurity within the community, discouraging individuals from exploring new opportunities.

Latino enrollment in IDES is up 8% (campuswide enrollment is down 2%)

White enrollment in IDES is down 17% (campuswide enrollment is down 17%)

3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

IDES certificate programs and the A.S. Degree encompass 22 courses, including four courses outside of the Interior Design Department. Eleven of these courses are offered every semester; another 11 courses alternate from spring to fall. Courses are strategically scheduled to avoid overlap and to provide students maximum flexibility in scheduling their classes, including avoiding overlap with required architecture courses. There are evening courses offered Monday through Thursday. Courses vary in modality -- in-person, hybrid, asynchronous, and Zoom, with the highest success rate in in-person classes. Our highest enrollment course (IDES 100) has two sections offered in different modalities. A foundational course (IDES 110) alternates from a daytime class to an evening class every-other-semester.

MODALITIES

From 2022/23 to 2025/25:

- In-Person courses averaged an 80% success rate**
- Hybrid courses averaged a 72.5% success rate**
- Online courses averaged a 67% success rate. Only three of the 17 IDES courses are online. The lower success rate may suggest a need to enhance student engagement and support for these students.**

Note: 2020/21 to 2021/22 data is not being considered for Success by Modality due to the changes in modality. For example, in 2020/21 all IDES courses (17) were offered only online due to the COVID pandemic. This is no longer the case as the majority of our courses are offered in-person.

Data with course time offerings was not provided although such information could be revelatory.

2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

COURSE SUCCESS RATES:

- For all IDES courses the average success rate is 75% , exceeding the Institution Set Standard (62%).

IDES 100 /Fundamentals of Interior Design:

This is a foundational course. It has the highest enrollment but the lowest course success rate average (62%) although it meets the Institutional Set Standard of 62%. This figure has remained stubbornly low despite instructors' efforts to increase engagement with students; provide instruction in time management, academic counseling and career counseling.

The highest success rate for IDES 100 – 80%, is with students 30-34 years of age, representing a demographic often transitioning from other careers into interior design. Investigating how the program can effectively meet the needs of this group warrants consideration.

The lowest success rate for IDES 100 – 58%, are students 20-24 years of age. This often includes students that are exploring interior design. They sometimes find that there is more involved in interior design than what they are led to believe by social media and HGTV which may not align with their expectations. Recommendation: To boost student involvement, instructors can start the term by administering a brief questionnaire to gauge student expectations. Where appropriate and feasible, incorporating elements of these expectations directly into the curriculum may enhance student engagement.

SUCCESS RATES BY ETHNICITY AND GENDER:

-For all IDES courses the success rate average is 73%, exceeding the Institution Set Standard of 62%.

-For all IDES courses the most significant change is the rise in Latino success rate by 11% (69% in 2021 vs 80% in 2025).

-For all IDES courses the Latino success rate is 72% vs ISS 62% (10% higher than the ISS).

AWARDS

There has been minimal fluctuation in the data over the last five years

- **Certificates awarded average: 14**
- **A.S. Degrees awarded average: 5**

Years to Degree Completion: Insufficient data

Transfers to University: Insufficient data

2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

Black/African Americans' average success rate is 56%, below the school's success rate by 1%, and below the Institution Set Standard of 62%; however, the sample is quite small – an average of 11 students enrolled in five years. Further analysis is necessary to determine what factors might be influencing this. Until such time, instructors will be asked to check-in more often with individuals in this student group and to provide support as needed.

3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

Completion data for all ethnicities correlates with the overall enrollment in the program.

4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

- Students who complete the program are doing so in the expected time frame of 2-3 years.

- There are no groups that have a significantly higher or lower completion rate than other groups.

PLANS TO IMPROVE TIME TO COMPLETION:

-The completion time for the basic certificate (the Interior Design Assistant Certificate) will require less units as of Fall 2026. The present requirement of 28 units will be reduced to 22 units, making it easier for a student to complete the certificate in two semesters. Two courses from the architecture department have been eliminated as requirements, and one of the existing IDES courses has been reduced from 4 units to 3 units. These changes are currently in the curriculum revision process.

2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

This section is optional, per our Program Review Representative

2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?
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Section 3: Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

There were no substantial changes to our curriculum since the 2021 review. There are, however, some proposed changes that are presently in the review process for Fall 2026 implementation.

The following curriculum changes will be effective Fall 2026:

IDES 200 / Illustration 1 will have a title change to 3D Rendering Basics

IDES 225 / Illustration 2 will have a title change to Advanced 3D Modeling and

Rendering

IDES 260 / Illustration 3 will have a title change to ***Digital Imaging Enhancement and***

Portfolio Development. This course was offered for the first time in Fall 2024.

The course title changes above were made to provide prospective students with more informative course titles.

IDES 220 / Building Codes will have a title change to ***Building Codes, Construction Basics and Systems***.

The revised title aligns with the advisory committee's recommendation to place greater emphasis on construction principles and building systems within the course content.

IDES 130 / Applied Color and Design Theory has been reduced from 4 to 3 units.

This shortens the class period and provides students with the opportunity to fit another course into their schedules.

Interior Design Assistant Certificate (the foundation course of the IDES program)

- ***ARCH 124/CAD I and ARCH 924/CAD II*** will no longer be required. These courses will be replaced by ***IDES 200 and IDES 225*** that focus on SketchUp modeling software that is better suited to interior design than AutoCAD.

The above changes reduce the unit count requirement from 28 to 22 and make it easier for students to complete this certificate in two semesters.

Residential Interior Design Certificate

-***ARCH 924/AutoCAD II*** will no longer be required. SketchUp 3D modeling software, better suited to residential design, will replace AutoCAD in ***IDES 200 and IDES 225***.

-***IDES 220/Building Codes, Construction Basics and Systems*** will be a requirement;

until now it has been a restricted elective. This decision was made in response to the ongoing increase in California building code requirements for residential construction, with the goal of ensuring that our students are well prepared.

2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

Study Abroad: The course that students may have to take to participate in a study abroad program is allowed to substitute for one of our program's restricted electives.

Design Competitions: Organizations such as the National Kitchen and Bath Association or the Network of Executive Women in Hospitality, regularly sponsor student competitions. If the timing of the competition aligns with a school assignment, students have the option of using the competition project as their assignment, giving students a new experience that supports their learning.

Real World Designing: Our courses in space planning provide our students with the opportunity to work on an actual residence or place of business. The students interview the “clients” to learn about their needs and wants and present a workable design solution.

Professional Critique: Interior design professionals are regularly called upon to offer feedback and constructive critique on our students’ work during in-class project presentations.

3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

- The demographic shift towards an older population has heightened the need for residential design that supports independence and safety, commonly referred to as *aging in place*. Our program continues to emphasize a strong understanding of universal design and building codes, specifically California's Title 24 and federal ADA requirements.

- California's housing shortage has led to new regulations allowing Accessory Dwelling Units (ADUs) on many residential properties. Our students are developing the skills to design efficient and sought-after ADUs.

- The rise of remote work has created a sustained need for dedicated and functional home office spaces, a trend that continues to drive demand for residential interior design.

- Per the Department of Housing and Urban Development:

> Employment of interior designers is projected to grow 3% from 2024 to 2034, about the same as the average for all occupations.

> The median wage for an entry level position is \$63,490 (\$30.52/hour) which meets the minimum living wage needed for a single adult in California.

Section 4: Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

IDES Faculty Ethnicity

33% Asian

17% Latino

50% White

IDES Student Ethnicity

11% Asian

55% Latino

22% White

Although the faculty's ethnic composition does not mirror that of the student population, students benefit from the diversity of IDES faculty backgrounds as follows:

One Latino instructor teaches 35% of the IDES courses

Three White instructors teach 35% of the IDES courses

Two Asian instructors teach 29% of the IDES courses

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2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

As of Fall 2021, two part-time instructors left IDES and were eventually replaced by three part-time instructors. One additional full-time faculty was requested for our program. Having to replace part-time instructors rather than having an additional full-time instructor on which to rely affected our strategic action plan as follows:

SAP 2021: Hire an additional full-time faculty to:

- 1. Address the needs of underprepared students which in turn will increase course retention and course success rates, positively affecting the number of degrees and certificates awarded.**
- 2. Dedicate time to strengthening connection with the community by visiting businesses to make them aware of our interior design program and how it might benefit them and by participating in career fairs where students often first learn about interior design education and careers.**

As of this Program Review, our enrollment over the last five years has decreased by 1%.

While having only one full-time faculty to address all the needs of this program may not be the sole reason for the drop in enrollment, it has very likely contributed to it.

4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

This is an on-going conversation with part-time faculty. The elements at play vary somewhat as students' attitudes and behavior changes are evident with each new semester.

Many of our courses are studio classes where students are required to give presentations, receive critique, and provide feedback to fellow students. A student who is absent for this phase of instruction misses out on a great deal as it is part of the learning process. With this in mind, some instructors give points for being in attendance but do not penalize a student for being absent.

If a student has participated actively but struggles at the end of the term, instructors are encouraged to assign a “D” rather than an “F” when warranted.

Late assignments: All IDES instructors accept late assignments; whether the student loses some points varies per course and instructor. Most instructors are amenable to leniency in grading with resistance, by some, to offering extra credit assignments.

Extra credit: Instructors often post extra credit assignments at the inception of the course; others may allow extra credit if the student requests it. There is no set policy regarding extra credit assignments, however, going forward, making extra credit assignments part of the course syllabus will be encouraged.

2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

Initial suggestions that more leniency be given in grading were met with some resistance. Over time, instructors seem to have become more comfortable with the idea. As the only full-time faculty and the program coordinator, I don't get contacted as often as I used to about how to handle a final grade for a student. In our program, equitable grading is a practice, not a policy. No instructor likes to issue a failing grade.

3. What additional areas of professional development could help your faculty and staff engage in this work?

Professional Development that discusses:

- **Accommodating late assignments in a way that maintains fairness for students who submit work on time.**
- **Removing the stigma of a late assignment so that students stay engaged and complete their work without fear of judgment.**
- **Awareness of systemic inequities that contribute to students missing assignment deadlines.**
- **Course design and flexibility**

Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

Previous Strategic Plan #1: Hire one additional full-time instructor

This SAP was not met, as IDES was not granted an additional full-time instructor. In 2021 the ratio of part-time instructors/full-time instructors was 4/1, it is now 5/1. An additional instructor would dedicate time to addressing the needs of students that are slipping and be instrumental in deterring them from having to drop or fail a course.

Previous Strategic Plan #2: Increase course success for all ethnicity groups in IDES 100 / Fundamentals of Interior Design.

This SAP was met. From 2020/21 to 2024/25, the average total *Success Rate by Ethnicity and Gender* for IDES 100, rose 1.25%. While this is only a slight increase, it is expected to continue as new SAP's are adopted.

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

N/A

SAPs

Community Outreach

Short Description:

Increase awareness of our program among businesses that could benefit from the talents that our students have to offer, particularly those that have not previously considered hiring an interior designer. To achieve this, we will enlist the support of our part-time instructors, who will serve as

ambassadors for the interior design program. Each instructor will be asked to connect with at least two businesses per semester that are open to engaging with our students and exploring potential partnerships with our program. This aligns with the college's goal of strengthening connections with businesses and civic organizations. Resource: Adjunct instructors presently employed.

Measurable Outcomes:

Measurable Outcome: An increase in the number of businesses that employ our student interns. While not all businesses that hire our student interns ultimately hire them as employees, increasing the number of prospective internship employers increases the likelihood of our interns being hired as employees upon completing their internship.

College Goals:

1.2. Increase equitable usage of apprenticeship/internship

SAP Phase:

New

Dual Enrollment

Short Description:

Implement Dual Enrollment in beginning level courses where appropriate. Resource: Present full-time and part-time faculty.

Measurable Outcomes:

Measurable Outcome: Increased enrollment in beginning level courses that are selected for Dual Enrollment.

College Goals:

1.1 Equitable Dual Enrollment access

SAP Phase:

New

Increase articulation with CSULB

Short Description:

Maintain communication with CSULB's interior design department faculty to meet articulation requirements for transfer students. Resources Required: None

Measurable Outcomes:

Measurable Outcome: Increase in students that transfer to CSULB.

College Goals:

3.4 Increase collaboration with universities

SAP Phase:

New
