

Santa Rosa Junior College

Program Resource Planning Process

Consumer and Family Studies 2014

1.1a Mission

The Consumer and Family Studies Department (CFS) mission - To provide an effective and stimulating environment for students and staff to maximize their academic and personal potential for the benefit of the family and global community.

Foods and Nutrition Program (FDNT) mission -To provide students the opportunity to gain practical and science-based knowledge about the relationship between food and health.

Interior Design Program (INDE) mission - To provide a comprehensive, accessible, state-of-the-art curriculum that will prepare students for both employment and continued education including transfer in the field of Interior Design.

Consumer Issues (CNIS) mission - To prepare individuals to balance personal, family, and work responsibilities, including money management, throughout the life cycle.

1.1b Mission Alignment

The Consumer & Family Studies Department and its programs support the district's mission and initiatives in a number of areas: 1) we prepare students for transfer; 2) we provide responsive career and technical education; 3) graduates of our certificate programs are trained in areas that will enhance the economic development and competitiveness of Sonoma County; 4) we promote personal growth in health and wellness in our students.

1.1c Description

The Consumer and Family Studies (CFS) Department is comprised of 6 distinct programs, 3 of which are grouped under the 1301, Consumer and Family Studies budget, code. These 3 programs will be discussed in this report. The remaining 3 programs in CFS will describe their programatic

needs and goals in their individual PRPP reports, i.e. Dietetic Technology (1332), Fashion Studies (1303), and Floristry (1302).

CFS Transfer Major: A draft of the CFS transfer major has been developed and discussed at all of the CFS Advisory Committee meetings. Advisory Committee members for each program unanimously approved pursuing the CFS transfer major. This Major provides a good foundation in life skills and may appeal to many students who are exploring a range of educational goals in the Consumer and Family Studies areas. The Department plans to send this CFS transfer major proposal to Curriculum Committee in Fall 2014.

Foods and Nutrition Program (FDNT) - Courses in FDNT are required for a number of career technical certificates and/or majors as well as transfer majors including Nutrition & Dietetics, Nursing, Dental Hygiene, Dental Assisting, PE/Kinesiology, and Dietetic Technology. Courses within the program also fulfill transfer level requirement/elective for both CSU and UC systems and fulfill a General Education requirement for the AA or AS at Santa Rosa Junior College. The FDNT program offers a transfer major in Nutrition & Dietetics that provides students with the lower division requirements for a degree in Nutrition, Dietetics and/or Food Science. We are currently aligning our Nutrition and Dietetic major requirements to the TMC for Nutrition and Dietetics that was approved by the Academic Senate for California Community Colleges in Fall 2014.

Interior Design Program (INDE) - There are three certificates available in Interior Design: Interior Retail Merchandising (24 units), Interior Design Residential (23.5 units), and Interior Design Commercial (30 units). In addition, students can also work towards an Associate of Arts Degree in Interior Design. The Program Coordinator is starting to articulate with the four year colleges for Interior Design transfer agreements. At this time, San Francisco State will accept the INDE 50 (Introduction to Basic Drafting, 3 units) and INDE 67 (Interior Illustrations and Rendering, 3 units) to move the student into their second semester Drafting course.

The Interior Design Program will be participating in the Policy 3.6 - Program Review, Evaluation, Revitalization, and Discontinuance during the 2014-2015 academic year.

In 2009-2010, the Interior Design Program Coordinator was funded by CTEA to develop eight courses and the possibility of a new certificate in Sustainable/Green Design for Interior Designers. The INDE 70 course (Introduction to Sustainable/Green Design) was approved at curriculum in Spring 2010. This new course was offered for the first time in Fall 2011.

The Program Coordinator, adjunct faculty, and the Interior Design Advisory Committee members have been working with the Dean to revise the existing certificates to reduce the total number of units in order to develop a class

rotation schedule that will allow for students to complete their certificates in a timely manner. The recent economic downturn resulted in advance interior design classes not being offered because of the college's reduction in course offerings that started five years ago and continued for a total of four years. Last year, the College was beginning a growth mode to offer classes that had been previously cut. However, the Interior Design Program offerings were still limited to only one advance class each semester. Many of our program students are quite concerned and are looking to attend other colleges to complete their course work. Canada College is one place students have contacted for Fall 2014 semester to complete some course work.

At the Fall 2013 Interior Design Advisory Committee meeting, after several drafts and revisions over several years, a new certificate plan was approved which reduces the units dramatically from the previous three certificates and incorporates the new Sustainable/Green courses that were developed under the CTEA 2009-2010 grant. Many of the Sustainable/Green courses will replace some existing courses or the scope and content will be incorporated into existing courses. The Program Coordinator plans to submit the revised Interior Design Certificates as part of the Policy 3.6 process of Program Review, Evaluation, Revitalization and Discontinuance in Fall 2014. If the proposed Interior Design Certificates are accepted and approved then the Program Coordinator and the Dean will need to present this newly revised certificate to the SRJC Curriculum Committee for approval and then to the Area Deans. Upon approval at the local level, the Program Coordinator will work with the Dean to submit the application to the State Chancellor's Office in Spring or Summer 2015.

Consumer Issues (CNIS) - CFS currently has two life-skill courses (CNIS 92 Life Management and CNIS 90 Money Management) that are CSU transferable. The Money Management course has not been offered in recent years because of budget cut backs. It is considered a critical course for students to take to help manage their finances. Money matters and problems are the biggest concern for people in society today. CNIS 92 Life Management satisfies Area E - Lifelong Learning & Self Development in the California State University G.B. Breadth Program. Because CNIS 90 and CNIS 92 are at this time stand alone courses, CNIS 92, Life Management course was cut from the Spring 2010 schedule of offerings primarily because of the requirements that all courses must be transfer, degree applicable, or part of a certificate. It is planned to have these two courses be part of a Consumer Family Studies Transfer Major in the future.

1.1d Hours of Office Operation and Service by Location

The CFS office is located in Garcia Hall on the Santa Rosa campus, staffed four afternoons 12:00 p.m. - 6:00 p.m. (Monday -Thursday) each week by an Administrative Assistant II. The CFS Office is closed on Fridays because there is no classified staffing. The Lab Assistant who had been working 10 hours each week for CFS, supporting all programs in the department as well as all FDNT and DIET classes taught in the Burdo center was transferred to the Culinary Arts program 100% as of July, 2014.

The result of the transfer of the Lab Assistant III left the CFS Dept. with only a STNC replacement position and no money to fund this position. It is unclear why the College did not fund a replacement position for CFS.

The faculty will be trying to hire a STNC employee as soon as possible and the salary will be paid this year from CTEA funds. It is unclear where the future funding will occur. Also, there is a significant hourly rate in these two positions. It is not clear the number of hours and days this new employee will be working at this time.

1.2 Program/Unit Context and Environmental Scan

The Consumer and Family Studies (CFS) Department is comprised of six different academic and career technical programs including: Consumer Issues (CNIS), Dietetic Technology (DIET), Fashion Studies (FASH), Floristry (FLORS), Foods and Nutrition (FDNT), and Interior Design (INDE).

The CFS Department has 4 full-time faculty. One FT faculty, Bonnie Panizzera, is the Department Chair for Consumer Family Studies Department. Bonnie is also Program Coordinator for the FASH, INDE and CNIS programs and teaches in the FASH and INDE programs. The second FT faculty, Anne O'Donnell, is an instructor in DIET and FDNT and also coordinates the Dietary Service Supervisor Certificate Program. The third FT faculty, Tammy Sakanashi, coordinates and teaches in the FDNT program. The newest member of the faculty, Jill Tarver, has just completed her second year of the tenure-track process. Jill coordinates the DIET program, with 20% reassigned time, and is teaching in both the DIET and FDNT programs. The FLORS program is currently coordinated by an adjunct instructor without compensation. However, starting in Fall 2014, there will be some compensation for CTE Coordinators under a new Policy. Some Coordinators will be receiving reassigned time from the Department Chair' reassigned time and a portion from the District.

This planning report will only discuss the programs listed under the CFS budget code 1301 which includes the CNIS, FDNT and INDE programs within the department. Each of the other programs in CFS will be analyzed in separate planning reports since each of the other programs has a unique budget code. However, the assessment of CORE data for the CFS department

regarding Resources and Personnel will be discussed in this report since the support of the CFS office and Garcia Hall are under the CFS budget code (1301).

The type of class, lecture versus laboratory, will significantly affect some of the data outlined below. Lecture classes have a limit of 35 students per class, whereas, lab classes have a limit of 25 students. Data for programs with primarily lecture courses will differ from programs with both lecture and lab courses.

CNIS - Lecture courses.

FDNT - Lecture and laboratory courses.

INDE - Lecture and laboratory courses.

CONSUMER ISSUES:

Courses in money management and life management are invaluable to the education of the individual and provide the tools to help sustain the individual and his/her family throughout their life. These courses are part of the Consumer Issues Program at Santa Rosa Junior College, however, because of the recent four years of budget cuts have not been offered. These courses currently are "stand alone" courses. The CFS Department Chair and full time faculty have developed a proposed CFS Transfer Major and CNIS 90 Money Management and CNIS 92 Life Management courses will be part of that major. The CNIS 92 Life Management course also satisfies Area E, Lifelong Learning & Self Development section of the California State University General Education Associate Degree Option B. This proposed CFS Transfer Major has been supported unanimously when presented to all of the CFS Program Advisory Committees (Fall 2011 and Spring 2012). This proposed CFS Transfer Major will be submitted to the Curriculum Committee in the Fall 2014. The Dean and CFS Department Chair will need to develop a power point presentation and set a date to present this major to the Bay Area Deans in Fall 2014.

Research has shown that consumer economics is ranked second after nutrition to be of major concern to individuals and families and should be examined through continued research and education. These findings were published in the Journal of Family and Consumer Sciences, Fall 2011. The study was conducted to forecast trends in areas that educational institutions should be addressing. The study was conducted by Dr. Karen Alexander of Texas Tech University and Kimberlee Davis of Texas State University. In their study, they're quoted "There is a concern on the part of government, grass-roots consumer and community groups, higher education institutions, and financial institutions that consumers lack the working knowledge of personal finances to make financial decisions most advantageous to financial well-being (Hira, 2009)." "There are many causes of the economic problems Americans are facing but it is undeniable that a lack of knowledge regarding loans and appropriate personal investments is a contributing factor (Hira, 2009)". Personal bankruptcies are on the rise. Credit debt is out of control for consumers. Student loans are at their highest within the last 12 years as compared to a total debt accumulated over a 30 year period. These student loan debts are not forgiven. The family structure is quite different and in many cases dysfunctional. Young children and young adults used to learn how to value and use money from family members. That is not the case now. High schools used to teach money management (here in Santa Rosa City Schools and Sonoma County High Schools). With budget cuts these essential classes have been cut. So where does one learn how to handle money or for that matter where does one learn essential life skills? Programs in Consumer & Family Studies have in the past provided the education in these vital areas and in some cities still do. Many four-year colleges have degree programs in Consumer Economics here in California and throughout the United States. Newspaper articles, magazine articles, and

television programs have presented facts, figures, and cases whereby consumer financial problems must be addressed and people must be trained to better control their use of money. Santa Rosa Junior College has the courses to offer the student and the community. The CFS faculty and Advisory Committee members believe the new proposed CFS Transfer Major would be a viable area of study for students to benefit and function in life.

Another trend affecting consumer behavior is sustainability issues. This is especially true in California as shown in a study conducted by a number of professors at California State University, Northridge and published in the Journal of Family and Consumer Sciences, Spring 2011. "sustainability issues arise in consumer behavior, consumer information, consumer and corporate responsibility, ethics , and consumer protection. The increasing number of green products and services indicate a growing number of environmentally conscious consumers. Concerns about harmful chemicals and hormones in foods have created a demand for organic products and a need for consumer information."

"For many, being 'green' means being sensitive and responsive to recycling and the environmental impact of production and consumption." College classes are designed to include "discussions, debates, and research on these issues". "Students learn that sustainability means having high ethical standards in terms of labor and equity of trade." Students "learn of fair trade practices that ensure a higher percentage of profits reaching farmers and laborers in developing countries." "They learn that sustainability can be achieved only through collective efforts from all countries."

"An existing perception that being green means spending more may not be accurate. In fact, there are many ways to spend less money and save the planet at the same time. Some products related to energy savings are equally attractive to consumers who want competitive prices and a sustainable environment." Several undergraduate courses teach students "to do cost/benefit analysis for their decisions based on information gathered. They also are required to solve consumer and financial issues and to reflect upon how this affects them as individuals, their families, and their community. One assignment "assesses students' understanding of this issue is a home-buying and mortgage project, for which students follow the 'sustainable' financial guidelines to determine appropriate financial risk when calculating affordability, mortgages, taxes, insurance, and closing costs." This study indicates that "sustainability is becoming fully integrated within the FCS department and beyond to the College of Health and Human Development and across the University. The department also is working closely with the university's Institute for Sustainability in greening the curriculum and promoting sustainability to students and the community at large. More needs to be done and future efforts should include a national and global agenda." California State University at Northridge is way ahead of SRJC in many ways. The CFS Department Chair has been incorporating "sustainability concepts in many classes she teaches like in FASH 8 Introduction to Textiles and in the Interior Design Program where seven new "sustainability/green" courses were developed under a CTEA Grant and where most all of the newer textbooks have included information on sustainability and green.

FOODS AND NUTRITION:

The Regional Labor Market Profile of North Bay Counties highlighted the projected growth of healthcare service industries in the next 2 years (Economic Workforce Development for California Community Colleges, 2012). Currently healthcare service industries account for close to 60,000 jobs in the North Bay Counties. Through 2014, the largest growth is projected for

outpatient care centers, hospitals, home health care services and elder care facilities. Career opportunities with the highest projected growth include: registered nurses, home health aides, medical and dental assistants. SRJC is poised to play a critical role in the educational needs of these career pathways with the CTE programs in the Health Sciences Department. The FDNT program provides prerequisite courses for many of the Health Science programs including: Associates Degree in Nursing (ADN), Vocation Nursing, Dental Hygiene and Dental Assisting programs. Thus it can be expected that demand for FDNT courses particularly Elementary Nutrition (FDNT 10), Nutrition & Diet Therapy (FDNT 62) and Diet Therapy for Healthcare (FDNT 162) will increase in the next few years. All of these courses are currently in high demand and sections have close quickly. This semester, Spring 2014, many students were unable to add these FDNT courses because of enrollment limits.

In addition, FDNT 10 is in high demand for AA and CSU transfer students at SRJC as it fulfills Life Science requirements the Associates Degree General Education Pattern, as well as, Area E - Lifelong Learning & Self Development- requirements for CSU General Education. Students enroll in FDNT 10 from a variety of academic disciplines often citing concerns about their personal health and wellness as impetus for taking the course. Given the dramatic increase in obesity in the U.S. between 1990-2010 and that the obesity-related conditions including heart disease, stroke, type 2 diabetes and certain types of cancer, are some of the leading causes of preventable death, it is reasonable to expect that more and more students will be interested in nutrition and diet.

We currently offer 1 -2 sections of FDNT 10 online per semester. These sections close almost immediately. The face-to-face classes also close very quickly during registration indicating the need for more sections of FDNT 10 and especially online sections. The topics in nutrition lend themselves readily to the technological capabilities of online teaching and to bringing technology into the classroom.

Finally, we have a course Sustainable Food Choices FDNT 112 that has not been offered yet due to the limited schedule. This course explores the food systems, food production and processing, and the waste and pollution generated by different food production processes. Further, it explores the local and global environmental impacts of different food choices, and the potential for sustainability of different food systems, with an emphasis on personal and community choices.

INTERIOR DESIGN:

The Interior Design Program will be participating in the Policy 3.6 - Program Review, Evaluation, Revitalization, and Discontinuance during the 2014-2015 academic year.

There are three certificates available in Interior Design: Interior Retail Merchandising (24 units), Interior Design Residential (23.5 units), and Interior Design Commercial (30 units). In addition, students can also work towards an Associate of Arts Degree in Interior Design. The Program Coordinator is starting to articulate with the four year colleges for Interior Design transfer agreements. At this time, San Francisco State will accept the INDE 50 (Introduction to Basic Drafting, 3 units) and INDE 67 (Interior Illustrations and Rendering, 3 units) to move the student into their second semester Drafting course.

The Program Coordinator, adjunct faculty, and the Interior Design Advisory Committee members have been working with the Dean to revise the existing certificates to reduce the total number of units in order to develop a class rotation schedule that will allow for students to

complete their certificates in a timely manner. The recent economic downturn resulted in advance interior design classes not being offered because of the college's reduction in course offerings that started five years ago and continued for a total of four years. Last year, the College was beginning a growth mode to offer classes that had been previously cut. However, the Interior Design Program offerings were still limited to only one advance class each semester. Many of our program students are quite concerned and are looking to attend other colleges to complete their course work. Canada College is one place students have contacted for Fall 2014 semester to complete some course work.

At the Fall 2013 Interior Design Advisory Committee meeting, after several drafts and revisions over several years, a new certificate plan was approved which reduces the units dramatically from the previous three certificates and incorporates the new Sustainable/Green courses that were developed under the CTEA 2009-2010 grant. Many of the Sustainable/Green courses will replace some existing courses or the scope and content will be incorporated into existing courses. The Program Coordinator plans to submit the revised Interior Design Certificates as part of the Policy 3.6 process of Program Review, Evaluation, Revitalization and Discontinuance in Fall 2014. If the proposed Interior Design Certificates are accepted and approved then the Program Coordinator and the Dean will need to present this newly revised certificate to the SRJC Curriculum Committee for approval and then to the Area Deans. Upon approval at the local level, the Program Coordinator will work with the Dean to submit the application to the State Chancellor's Office in Spring or Summer 2015.

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The Program Coordinator, adjunct faculty, and the Interior Design Advisory Committee members have been working with the Dean to revise the existing certificates. The goal was to establish which existing courses can be eliminated or replaced with the new sustainable/green courses. The main reason for the major revision in the existing certificates is to lower the number of units needed to complete all certificates. The budget climate in California over the last four years has caused course offering cutbacks each semester making it impossible to offer the advance courses in a timely manner. Thus, students are not able to complete the required courses because they are not offered. Students are discouraged and some may be leaving the program or changing their focus. The budget climate does not look very good for the next few years in California and for Santa Rosa Junior College.

At the Fall 2013 Interior Design Advisory Committee meeting, after several drafts and revisions over several years, a new certificate plan was approved which reduces the units dramatically from the previous three certificates and incorporates the new Sustainable/Green courses that were developed under the CTEA 2009-2010 grant. Many of the Sustainable/Green courses will replace some existing courses. The Program Coordinator plans to submit the revised Interior Design Certificates to the Policy 3.6 Committee as part of the Program Review, Evaluation, Revitalization, and Discontinuance process in Fall 2014. If the new proposed Certificate and Associate of Arted Degree is approved the the Program Coordinator and the Dean will need to present this newly revised certificate and AA Degree to the Bay Area Deans. A power point presentation needs to be developed and a date needs to be set for that meeting in Fall 2014. Upon approval at the local level, the Program Coordinator will work with the Dean to submit the application to the State Chancellor's Office in Spring 2015.

The Interior Design Program Coordinator has attended many trainings, workshops, and seminars over the last ten years, sponsored by the Student Career Forum held at the San Francisco Mart and now the San Francisco Design Center, to update her knowledge and skills regarding sustainable/green design. This is the direction that design has been required to comply with local, city, county, and state mandates as well as federal. In order to complete design projects, sustainable/green concepts are required to be met on the design projects to get the proper permits, etc. Instructors teaching in interior design programs must update their skills and knowledge to provide the correct information about sustainable/green design to students and professionals working in design. This is a new area for everyone to learn including the professionals. New products and services are being discovered; how do you meet codes required; how do you meet the new Title 24 law and apply it to the design projects are just a few areas to study. The concept of how green is green must be analyzed as well when selecting products that must be transported from other countries as opposed to choosing products that are closer to point of usage. There are so many new changes happening in the design field that it is difficult to keep up. Our students need to be prepared to work with the professionals and understand the language of design and the requirements of design. Everyone in the design field is learning about new products and how to use them. *LEED* certification is very important in both residential and commercial design. *Build It Green* certification is another area our interior design students need to be familiar with.

An article published in the Journal of Family and Consumer Sciences, Summer 2011 discussed the concept "Greening Your Life". "Sustainable buildings, green industries, environmentally friendly products, waste reduction, conservation are popular topics." The "concept of becoming 'green' is not new, just reawakened. Concern for the environment was strong in the 1960's and 1970's; indeed, the first Earth Day was celebrated in 1970. Several major environmental laws were passed during this time including the National Environmental Policy Act of 1969, which helped to stimulate involvement and interest in environmental issues". In "2009, an online survey of 1,087 consumers indicated that despite the economic downturn, 34% of respondents were more likely to buy environmentally responsible products than the previous year and 69% actively sought opportunities to buy these products and will do so if the price is within their budget. (Cone, 2009)."

Another study conducted nationwide indicated "6,498 shoppers at 11 major retail stores found that 95% of those surveyed said they would buy green and 54% considered sustainability to be one of the factors they used when making decisions about where to shop and what products to purchase." Researchers found that "environmental information provided by a public source, such as teachers and Extension educators, is trusted more by consumers than information from producers or marketers (Eden, 1994)."

The federal government "prompted 'greening'". Federal agencies were "to implement sustainable practices related to environmental, transportation, and energy and water activities." "The trend toward being green has encouraged businesses to become more environmentally conscious".

Santa Rosa Junior College is in a position with these seven new sustainable/green courses (developed under the CTEA Grant) that are being incorporated into existing courses and/or replacing existing courses to provide the education for our students, and those working in the profession who need updating in this new area of design. A few topics of study that are in our classes include lighting trends, LED's, energy rated compact fluorescent bulbs, and volatile

organic compounds (VOCs) "released from household products such as cleansers, disinfectants, air fresheners, aerosol sprays, paints, and wood preservatives".

Another trend is designing for Universal Design. We are designing spaces for any person regardless of their physical needs. Universal Design also meets ADA, American's With Disabilities Act requirements.

Transgenerational design (designing for all ages) is another trend for interior design and is related to include Universal Design concepts into the project.

The Interior Design Program is a strong program. Students come to our program changing careers and can get outstanding training, skills, and knowledge to work successfully in the interior design field.

The recent economic downturn has not deterred individuals from doing remodeling and redecorating on a smaller scale. The recent jump in homes sold in this area reinforce that there will be work for designers to makeover these newly purchased homes.

2.1a Budget Needs

Santa Rosa Junior College - Program Unit Review

Consumer and Family Studies - FY 2012-13

2.1 Fiscal Year Expenditures

Santa Rosa Campus

Expenditure Category	Unrestricted Funds	Change from 2011-12	Restricted Funds	Change from 2011-12	Total	Change from 2011-12
Faculty payroll	\$126,308.00	0.93%	\$0.00	0.00%	\$126,308.00	0.93%
Adjunct payroll	\$68,394.52	-38.72%	\$0.00	-100.00%	\$68,394.52	-39.81%
Classified payroll	\$54,059.64	0.60%	\$0.00	0.00%	\$54,059.64	0.60%
STNC payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Student payroll	\$808.20	-6.36%	\$0.00	0.00%	\$808.20	-6.36%
Management payroll (and Dept Chairs)	\$41,955.10	-4.00%	\$0.00	0.00%	\$41,955.10	-4.00%
Benefits (3000's)	\$73,826.34	-4.27%	\$0.00	-100.00%	\$73,826.34	-4.56%
Supplies (4000's)	\$11,480.46	40.35%	\$0.00	-100.00%	\$11,480.46	33.41%
Services (5000's)	\$50.24	-85.09%	\$0.00	0.00%	\$50.24	-85.09%
Equipment (6000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Total Expenditures	\$376,882.50	-10.42%	\$0.00	-100.00%	\$376,882.50	-10.98%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Expenditure Category	Unrestricted Funds	Change from 2011-12	Restricted Funds	Change from 2011-12	Total	Change from 2011-12
Faculty payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Adjunct payroll	\$38,403.46	-40.19%	\$0.00	0.00%	\$38,403.46	-40.19%
Classified payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
STNC payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Student payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%

Management payroll (and Dept Chairs)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Benefits (3000's)	\$2,971.77	-42.23%	\$0.00	0.00%	\$2,971.77	-42.23%
Supplies (4000's)	\$399.24	-34.32%	\$0.00	0.00%	\$399.24	-34.32%
Services (5000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Equipment (6000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Total Expenditures	\$41,774.47	-40.29%	\$0.00	0.00%	\$41,774.47	-40.29%

Other Locations (Includes the PSTC, Windsor, and other locations)

Expenditure Category	Unrestricted Funds	Change from 2011-12	Restricted Funds	Change from 2011-12	Total	Change from 2011-12
Faculty payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Adjunct payroll	\$24,669.86	-47.38%	\$0.00	0.00%	\$24,669.86	-47.38%
Classified payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
STNC payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Student payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Management payroll (and Dept Chairs)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Benefits (3000's)	\$1,801.90	-51.30%	\$0.00	0.00%	\$1,801.90	-51.30%
Supplies (4000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Services (5000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Equipment (6000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Total Expenditures	\$26,471.76	-47.67%	\$0.00	0.00%	\$26,471.76	-47.67%

Expenditure Totals

Expenditure Category	Amount	Change from 2011-12	District Total	% of District Total
Total Expenditures	\$445,128.73	-18.17%	\$109,755,801.72	0.41%
Total Faculty Payroll	\$257,775.84	-26.32%	\$37,642,229.36	0.68%
Total Classified Payroll	\$54,059.64	0.60%	\$17,914,387.66	0.30%
Total Management Payroll	\$41,955.10	-4.00%	\$9,033,594.60	0.46%
Total Salary/Benefits Costs	\$433,198.79	-18.94%	\$83,300,149.56	0.52%
Total Non-Personnel Costs	\$11,929.94	24.92%	\$13,951,537.78	0.09%

The CFS Department budget change for 2011-2012 shows a decrease in Restricted Funds of 39.81% in the Adjunct Faculty category. The Unrestricted Funds shows a decrease of 38.72%. The 4000's category shows a 40.35% change and the 5000's category shows a 85.09% decrease.

Petaluma Shows a 34.32% decrease in the 4000's supplies.

Total expenditures is just .41% of the District's budget. Faculty Payroll and Benefits are .68% and .52% respectively of the District. Classified Payroll is 60% and is 30% of the District. Management Payroll is 46% of the District. Non-Personnel Costs is 24.92% and is .09% of the District.

Interesting, there is activity in the Other Locations Category. We do not offer any CFS courses at any other location. Why is there Adjunct Salaries and Benefits showing a decrease of 47.38%? Who is paid out of this category? Is this incorrect? This was reported in last year's PRPP Report as well. No one answered my questions. This should be checked and corrected.

Budget reduction in our supplies (4000's) and services (5000's) areas over the last four years has caused hardships for supplies needed to teach. We have had to limit our in-class activities with students and have had to use older material/equipment in classes for demonstrations and when working with students. In career and technical

education courses such as those in our department this is a serious problem in our ability to prepare students for current industry needs. Many of the classes now have course fees and that has helped to some extent. However, the supplies budget also must provide for supplies in the classroom that are not under the label course fees as set up by the Education Code.

For example, construction paper for bulletin boards and other projects that students complete do not qualify because the student does not take that project home, yet the project may be an important part of the learning for a particular class. Paper used for the display windows does not qualify.

Magazine subscriptions have been greatly reduced over the past eight years. The CFS Department Chair received an email from the library that all magazine subscriptions will be terminated at the end of this year Spring 2013. These are essential to the learning in the interior design program for currency in topics and trends. The Interior Design Program Coordinator has had to subscribe to various magazine subscriptions at her own expense to keep current in sustainable design, universal design, interior trends, etc. Prices keep rising for all supplies needed.

Many instructors have developed teaching manuals for their courses where many handouts are needed. These manuals are sold in the bookstore along with the textbook for the class. This has helped with the graphics budget. All programs have increased in the number of courses from 10 years ago. Yet, the graphics budget does not increase. The Department Chair continues to encourage instructors to develop teaching manuals for all their classes, where appropriate.

The CFS 4000's budget not only provides materials for the 3 programs listed but also these funds are used to support the CFS office and provides office supplies for all other programs in CFS. All of the programs in CFS have expanded in the past 10 years, especially the FDNT program, however the supply budget for the department has been reduced over this same period of time. The department has made significant adjustments to spending on office supplies and graphics and also has postponed purchasing supplies for many programs, however, many of the programs' needs are becoming critical (i.e. INDE color charts) requiring significant expenditures from the 4000's in the immediate future. Therefore it is critical that the CFS budget be augmented in order to maintain or update programs' supplies that are used for student training and education.

In January 2012, the President approved a full-time tenured faculty position for 2012-2013. This position is 80% Foods and Nutrition/Diet Tech (1301, 1332 respectively) and 20% Diet Tech Reassigned Time to Coordinate the Diet Tech Program. (1332). A new full time tenured track Foods and Nutrition instructor was hired and is completing her second year at SRJC.

2.1b Budget Requests

Rank	RS	ACTV	Object	Location	SP	M	Amount	Brief Rationale
0001	76	1301	4390	Santa Rosa	01	01	\$5,000.00	To cover increased cost of office supplies. To purchase materials for classroom activities (e.g. color charts for INDE cost \$550 each).
0002	76	1301	4392	Santa Rosa	01	01	\$1,000.00	To purchase media including DVDs and software that can be used with the media available in our classrooms.
0003	00	1301	5320	ALL	01	01	\$1,000.00	To cover the cost of annual periodical and magazine subscriptions that students need to use in the inde classes. The cost is currently being covered partially by the program coordinator's personal funds.
0004	76	1301	5659	ALL	04	07	\$500.00	To increase the repair budget needed for maintaining CFS office equipment (e.g. copier, printer, etc.).
0005	76	1301	5210	ALL	02	04	\$3,000.00	To provide staff travel to conferences that are required for maintaining continuing education credits toward certification (e.g. RD certification, etc.).

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Laboratory Assistant I	10	11	<p>Maintain the rooms in Garcia Hall for all programs that use the facility.</p> <p>Assist full-time instructors in the preparation for classes, such as, FASH 8, FASH 53, etc. when possible.</p> <p>Supervise and work with student employees.</p> <p>The Laboratory Assistant III position was given to the Culinary Arts Program starting July 1, 2014. The budget for that position was also transferred to the Culinary Arts budget. CFS was left to hire a STNC Laboratory Assistant I at a much lower hourly salary rate. No money was allocated to the CFS budget to pay for this position! This year 2014-2015, the STNC position will be paid through CTEA Funds. No indication of where money will be coming from in the next year. At this time it is not clear of hours and days for this position based on budget allocation from the CTEA Funds.</p>
Administrative Assistant II	24	12	<p>Oversees various administrative tasks, troubleshoots, resolves problems and recommends solutions. Composes reports, correspondence, memos, forms, agendas, faculty evaluations, meeting minutes, directories etc.</p> <p>Prepares and coordinates submission of curriculum documents according to Title V and District guidelines.</p> <p>Coordinates and attends department meetings and advisory committee meetings and takes notes and prepares minutes.</p> <p>Maintains various department records, spread sheets and databases.</p> <p>Assists instructors and students with various tasks, problems and issues.</p> <p>Assists the Department Chair whenever possible; keeping a calendar for due dates, etc.</p> <p>This Fall 2014, the AD MIN will take over monitoring the budget for the total department, since the Lab Assistant III position was taken away from CFS. That 10 hour position was given to the Culinary Arts Program along with the budget for those ten hours. CFS was offered only a STNC Replacement position of a Lab Assistant I. No budget was given to hire; this year CTEA money will pay for this position.</p>

			Duties are: order supplies for the whole department. Monitor the various program budgets, purchase orders, cash advances, independent contracts, etc. Monitor course fees for the classes and provide appropriate backup for the auditors.
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2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Department Chair	16	10	<p>Personnel - staffing, hiring, orientation of new adjunct faculty, evaluations of both faculty and classified staff.</p> <p>Class Schedule - coordinates the development of the class schedule for all programs. Assists supervising administrator in canceling and adding classes, and readjusting instructor schedules.</p> <p>Department - Holds department meeting at least once per semester - usually every month. Responsible for maintaining communication with all staff regarding District and Department issues. Student complaints - deals with students and instructors involved in the complaint.</p> <p>Facilities and Equipment - Develops priority lists with program coordinators. Processes purchases approved by supervising administrator.</p> <p>Budget - monitors and approves purchases/expenditures.</p>

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
STNC /Student Position	12	11	<p>Office assistant on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays in the morning to keep the CFS Dept office open for students and others needing assistance. The CFS Dept. Lab Assistant position was cut Spring 2012 semester from 20 hours to 10 hours (2 days/week). This has had an adverse impact on our Dept. Our office is locked 3 days per week. Duties would be to do some clerical typing and office work to assist the AD MIN II and the Full-time faculty, answer the door and handle foot traffic, phone, mail, give out lockers, assist the Lab Assistant on preparing materials and/or supplies for various courses (labs).</p>

2.2d Adequacy and Effectiveness of Staffing

Current classified staff is used VERY efficiently. However, because the workload exceeds classified staff availability, faculty are working without compensation to meet program needs.

There have been significant cuts to the CFS Lab Assistant hours. The Laboratory Assistant III position was transferred to the Culinary Arts Department as of July 1, 2014 along with the budget for those hours. That position was only 10 hours, two days per week due to previous cuts two years ago. The CFS Department was offered a STNC Laboratory Assistant position instead of the regular classified Laboratory Assistant III position. The hourly rate of pay is much less than what we had. No money was given to the CFS Dept. to pay for this new STNC position. This is definitely a hardship and displays a total lack of support and

respect for what the CFS Dept. faculty offers to their students and adjunct faculty. This year 2014-2015, the STNC Laboratory Assistant position will be paid from CTEA funds. It is not clear where money will be coming from to pay for this position in the future. The faculty will be trying to hire the STNC position as soon as school starts in Fall 2014. The position is greatly needed.

Joann Sendejas is no longer working in the CFS Dept. as a classified employee.

The Administrative Assistant was reclassified to an Administrative Assistant II in July, 2012. However the total number of hours for this 0.6 position continues to be inadequate.

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2.2 Fiscal Year Employee Data and Calculations

Employee Head Counts

Employee Category	Count	Change from 2011-12	District Total	% of District Total
Contract Faculty	2	0.00%	283	0.71%
Adjunct Faculty	13	-43.48%	1276	1.02%
Classified Staff	2	0.00%	497	0.40%
STNC Workers	0	0.00%	420	0.00%
Student Workers	2	0.00%	597	0.34%
Mgmt/Admin/Dept Chair	1	0.00%	148	0.68%

Employee FTE Totals

FTE Category	FTE	Change from 2011-12	District Total	% of District Total
FTE-F - Faculty	5.6839	-21.49%	642.6824	0.88%
FTE-CF - Contract Faculty	2.0000	0.00%	278.5000	0.72%
FTE-AF - Adjunct Faculty	3.6839	-29.70%	364.1824	1.01%
FTE-C - Classified	1.1000	-31.25%	400.6181	0.27%
FTE-ST - STNC	0.0000	0.00%	50.7970	0.00%
FTE-SS - Support Staff	1.1808	-29.74%	627.9055	0.19%
FTE-SW - Student Workers	0.0808	0.30%	176.4904	0.05%
FTE-M - Management	0.4200	-4.55%	118.9300	0.35%
FTE-DC - Department Chairs	0.0000	0.00%	50.0000	0.00%

Student Data

Data Element	Value	Change from 2011-12	District Total	% of District Total
FTES-CR - Credit	187.7134	-4.26%	16141.1500	1.16%
FTES-NC - Non-Credit	0.0000	0.00%	2064.1447	0.00%
FTES - combined	187.7134	-4.26%	18205.2947	1.03%
Students Enrolled/Served	1963	5.88%	30000	6.54%

Calculations

Data Element	Value	Change from 2011-12	District Total	% of District Total
FTE-S : FTE-F	33.0256	21.95%	28.3270	116.59%
FTE-AF : FTE-CF	1.8419	-29.70%	1.3077	140.86%
FTE-F : FTE-SS	4.8137	11.74%	1.0235	470.30%

FTE-F : FTE-M	13.5330	-17.75%	5.4039	250.43%
FTE-SS : FTE-M	2.8114	-26.39%	5.2796	53.25%
FTE-ST : FTE-C	0.0000	0.00%	0.1268	0.00%
Average Faculty Salary per FTE-F	\$45,352.16	-6.16%	\$58,570.50	77.43%
Average Classified Salary per FTE-C	\$49,145.13	46.32%	\$44,716.87	109.90%
Average Management Salary per FTE-M	\$99,893.10	0.57%	\$75,957.24	131.51%
Salary/Benefit costs as a % of total budget	97.32%	-0.94%	75.90%	128.23%
Non-Personnel \$ as a % of total budget	2.68%	52.65%	12.71%	21.08%
Restricted Funds as a % of total budget	0.00%	-100.00%	11.39%	0.00%
Total Unit Cost per FTE-F	\$78,314.35	4.24%	\$170,777.67	45.86%
Total Unit Cost per FTE-C	\$404,662.48	19.03%	\$273,966.16	147.71%
Total Unit Cost per FTE-M	\$1,059,830.31	-14.27%	\$922,860.52	114.84%
Total Unit Cost per FTE-S	\$2,371.32	-14.52%	\$6,028.78	39.33%
Total Unit Cost per student served/enrolled	\$226.76	-22.71%	\$3,658.53	6.20%

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2.2a Classified Positions Employees paid from a Classified OBJECT code

Name Last	First	Position	Hours	FTE
Logue	Rose		0.00	0.6000
Sendejas	Joann		0.00	0.5000
Totals			0.00	1.1000

2.2e Classified, STNC, Management Staffing Requests

Rank	RS	ACTV	Location	SP	M	Current Title	Proposed Title	Hrly	Type	Salary Increase	Benefits Increase	Total Increase
0001	76	0000	Santa Rosa	01	01	20% 11-Month Permanent Lab Asst. III	25% Lab Assistant	\$10.03	STNC	-\$6,536.80	-\$14,819.00	-\$21,355.80

2.3a Current Contract Faculty Positions

Position	Description
Tammy Sakanashi	Foods and Nutrition (FDNT) Program Coordinator and instructor.
Anne O'Donnell	Program Coordinator for the Dietetic Technology (no paid reassigned time), FDNT and DIET instructor. Academic year 2013/2014 20% reassigned time as SLO coordinator.
Bonnie Jo Panizzera	Chair for Consumer Family Studies Department; Program Coordinator for the Fashion Studies program (no paid reassigned time). Program Coordinator for the Interior Design program (no paid reassigned time). Instructor in Fashion Studies, Interior Design, and Consumer Issues.
Jill Tarver	Foods and Nutrition (FDNT/Diet Tech 80% and DIET TECH Program Coordinator 20%)

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
CNIS	0.0000	0.0000	0.0000	0.0000	Courses in this discipline have been suspended due to budget constraints.
FDNT	2.3400	50.0000	2.3300	50.0000	Full-time to part-time ratio in FDNT is lower than the district ratio, indicating more full-time support is needed in FDNT.
INDE	0.2300	21.0000	0.7300	79.0000	Full-time to part-time ratio in INDE is lower than the district ratio, indicating more full-time support is needed in INDE. Fall 2013 Ratio 22:78 (FT-PT) Spring 2014 Ratio 30:70 (FT-PT)

2.3c Faculty Within Retirement Range

The CFS Department currently has 2 contract faculty in the department that will be retiring in 2015 out of a total of 4 contract faculty = 50% of full time faculty will retire at the end of the academic year 2014/2015. One FDNT/DIET instructor will retire in March 2015 and one INDE/FASH instructor will retire in May 2015.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Foods and Nutrition (FDNT) Program needs:

The **FDNT program** has grown significantly over the past 10 years at both the Santa Rosa and Petaluma campuses. There are a number of factors that have led to the increased demand for FDNT courses. One is the requirement of FDNT 62 Nutrition and Diet Therapy or FDNT 10 Elementary Nutrition for many of the allied health programs including the registered nursing, dental hygiene, and dental assisting programs. In addition, the Petaluma based SRJC program in Health, Nutrition and Fitness requires FDNT 10 in its curriculum. FDNT 10 is also a certificate and major requirement for the Dietetic Technology program, which has significantly increased over the last two years. Finally, FDNT 10 is a very popular general education option for students transferring to UC/CSU, as well as, fulfilling GE requirements for the AA/AS degrees at SRJC. It should also be noted that Elementary Nutrition (FDNT 10) is a required course for students at Sonoma State University in the Kinesiology program. Although SSU offers a nutrition course for this requirement we have a number of SSU kinesiology students enroll in FDNT 10 at SRJC, particularly at the Petaluma campus.

In Spring 2015 one out of 3 contract faculty in FDNT will retire. This would significantly further reduce the FT/PT ratio of instructors in the department (approximately 40:60, FT:PT, ratio for Spring, 2014). For the Spring 2014 semester the FDNT program needed to hire 2 emergency hires for FDNT courses that were either added due to college enrollment needs or released for the SLO program coordinator reassignment. At that time there were no faculty currently in the adjunct pool to meet these increased teaching demands. FDNT program has since interviewed candidates for the adjunct pool with only 4 qualified applicants found in application screening.

Position Requested:

Faculty Staffing Request #1: Santa Rosa Campus Contract Faculty, Foods and Nutrition.

Retirement replacement. This request is for a FDNT instructor to teach both FDNT and DIET courses currently taught by Anne O'Donnell. O'Donnell also coordinates the Dietary Service Supervisor program within the Diet Technology Program. This retirement replacement is critical if the FDNT program is to be able to meet the demands of the growing Dietetic Technician and Nutrition, Health and Fitness Majors, for the allied health areas prerequisite curriculum, as well

as, the District's need for general education requirements for improving transfer student success. Additionally, the choice of FDNT 10 to meet a GE requirement helps meet the District's "Healthy Organization" Strategic Plan Goal.

The requested full-time member is needed to cover the following:

- Teach general education and clinical nutrition courses in the FDNT and DIET programs.
- Coordinate online courses in the FDNT program and promote growth in this area.
- Help maintain current level of ongoing SLO assessments for courses, the FDNT and DIET majors and the DSS certificate.

Department Need for Contract Faculty in FDNT:

Below are factors, as requested by the Faculty Staffing Committee, that justify hiring the retirement replacement.

1. Does the discipline have adequate contract and adjunct faculty to support its needs?

No. Adjuncts currently in the FDNT adjunct pool are all teaching their maximum load. The department was required to resort to emergency hiring at the end of the Fall 2013 semester in order to fill new and/or unstaffed course needs in FDNT. The expectation is that subsequent screening and interview processes will result in the addition of 2-3 new adjuncts into the pool. However, because the courses taught by the retiring faculty are all during the day and adjuncts have other employment during these times, the staffing of day sections will continue to be a problem. Day-time sections are in high demand in FDNT due to the needs of both GE and allied health students.

Furthermore, with the additional retirement of the department's Chair at the end of the 2014-2015, one of the remaining 2 FDNT contract faculty will be required to take on the department chair responsibilities with its 40% reassigned time. This will leave 2 additional day sections unstaffed.

2. How difficult is it to recruit in the disciplines in the program unit?

Very difficult. To teach the full spectrum of courses in the FDNT program and meet minimum qualifications faculty must have a R.D. (Registered Dietitian, certification) and hospital clinical experience, the combination of which has been very difficult to find in applicants that can work during the day.

3. How many times in the past 3 years has the department interviewed for the adjunct pool?

One plus emergency hiring. With multiple class cuts in the last 2 years related to budget issues, we were able to keep all adjunct working at or close to their maximum load in the FDNT and DIET disciplines. However, with restoration of classes during this past year, the department resorted to an emergency hire of two instructors for Spring, 2014 and is currently completing interviews to add to the Adjunct pool for Fall, 2014. There are 5 programs in the CFS department that are part of the CFS adjunct pool. Over the past year the department has interviewed constantly from the pool but the disciplines have been different each time. With a full-time faculty of 4 it makes it difficult to run multiple screening/interviewing procedures.

4. Other factors impacting the need for full-time faculty.

The retirement of the department chair and the FDNT contract faculty will leave only one contract faculty that can complete evaluations of adjunct faculty since the other contract faculty in the department is still in the tenure process. The number of adjunct instructors that will need to be evaluated each semester usually range between 6-8, this along with the evaluation of the tenure track faculty will be a monumental problem. This year, the evaluation process was made somewhat more manageable by one of the regular instructors going outside of the department for evaluation by a non-discipline peer, which lessened the number of classroom observations required of the current faculty.

5. What PRPP information in section 5 supports the request to replace a full-time faculty position that was lost?

Without repeating all the details in that section, the headcounts, rates of efficiency, class size and productivity in FDNT have been increasing and are amongst the highest in the cluster. FDNT sections all close prior to the beginning of classes, with most closing before open enrollment, and instructors consistently have students petitioning for add codes during the first week of classes. In addition our online sections of FDNT are always impacted and additional online courses could be a major enhancement in enrollment if additional instructors could be found.

Furthermore, approximately 30% of students in FDNT courses are Latino. As the college has been designated a Hispanic Serving Institution the FDNT courses are an essential part of helping to attract these students into health careers and GE requirements.

6. What is the rationale for this position?

This anchor FDNT instructor will be key in maintaining the currency of the program and the ability of the department to meet the needs of multiple programs, including the allied health programs, at the college. In addition, this position would also serve as a coordinator for online courses in the department for which there is no contract faculty with the capabilities at this time. Finally, the faculty replacement will ensure that the FDNT program is capable of continuing its growth in enrollment by maintaining a strong day/evening program on both the SR and Petaluma campuses.

Faculty Staffing Request #1: Santa Rosa Campus Contract Faculty, Interior Design. Retirement replacement.

The INDE Program Coordinator, who is also the FASH Studies Program Coordinator, is planning to retire in May 2015. The department will need to hire 2 new Program Coordinators to cover her position due to the increased complexity of both programs and the need to continue to develop an industry relationship for both programs. The current Program Coordinator is a generalist in Consumer and Family Studies. Four-year colleges and universities do not train CFS generalists any longer but require students to specialize in one of the program areas. Because of this, 2 full-time faculty with expertise in each of the individual program areas will need to be hired. Both the INDE and FASH programs provide education and training to students in areas of high potential for Sonoma County, the Bay Area, and beyond.

Both INDE and FASH programs have had strong enrollments in their courses.

A full time tenure track faculty is essential to insure the major changes in the new proposed certificates and Associate of Arts Degree will be implemented in the program of study. There is a great deal of research and data to include in the implementation of the new program. The current full-time faculty is Program Coordinator for the Interior Design and Fashion Studies Programs and teaches courses in each of the programs. In addition, the full-time faculty is Department Chair for the Consumer & Family Studies Department. There is too much work for one faculty member to handle these two major programs to be as effective as the programs should be in this budget and change climate.

College of Marin has recently discontinued their two interior design courses, however, they have a very strong architectural program, Mendocino College does not offer any interior design courses, Solano College has a limited number of interior design courses after the Program Coordinator retired. Cañada College and American River College have strong Interior Design Programs and at least 2 full time faculty in the Programs.

A full-time faculty could help to develop an Interior Design presence on the Petaluma Campus. At this time, interior design has not been offered in Petaluma. Previous Petaluma Deans have requested to have Interior Design taught in Petaluma. However, the classroom has very little storage space for the supplies and materials needed for some of the lab classes in the program. There are some courses that could be taught in Petaluma using their computer lab for INDE 114 Business Management for Interior Design utilizing the Design Manager Software, INDE 64.1 Professional Practices for Interior Design, INDE 63 Interior Products, Materials, & Lighting, INDE 62.1 History of Furniture to name just a few. This would meet Sonoma County Junior College District 2013-2014 **College Initiative #II Multi-Campus Coordination**.

The Interior Design Certificate and Associates of Arts Degree program satisfies 2013-2014 **College Initiative #VI Basic Skills/Immigrant Education**. Knowledge of basic skills is critical and essential to successfully completing course work in the Interior Design Program. Students from ESL have demonstrated good success in our program. Courses in Interior Design include writing and math computation in both a lecture and lab setting. Students can apply their knowledge in basic skills to assignments that are meaningful and may lead directly to a job.

Recent demographics indicate an increase in Latino population.
2009-2010 (8.3%), 2010-2011 (7.7%), 2011-2012 (9.0%), 2012-2013 (18.6%),
2013-2014 (13.3%)

Recent demographics indicate an increase in Black population.
2009-2010 (2.8%), 2010-2011 (6.0%), 2011-2012 (4.5%), 2012-2013 (5.6%),
2013-2014 (5.8%)

There has been a small increase in male population:
2009-2010 (5.5%), 2010-2011 (14.8%), 2011-2012 (16.1%), 2012-2013 (18.6%),
2013-2014 (10.4%)

The Interior Design Program addresses another 2013-2014 **College Initiative #VII Student Access, Success and Completion**. Many of our students take our courses to learn a skill that is directly related to an occupation in Interior Design. Many students are working in retail selling product for interior design, such as furniture or accessories; many students are working

with their spouse in a business, such as construction, tile setting, cabinetry and are earning a certificate or Associate of Arts Degree. Many of our students are working as an independent interior designer in their own business and are completing the course work for a certificate and/or Associate of Arts Degree.

The Interior Design Program addresses **College Initiative #VIII Integrated Environmental Planning.**

A new proposed Interior Design Certificate and Associates of Arts Degree Program has been developed and approved by the Interior Design Advisory Committee. As part of the new proposed Interior Design revised certificate and degree program, the **seven Sustainable/Green courses** that were developed under the CTEA Grant 2009-2010 will be incorporated into the revision and will replace some of the existing courses. The new certificate program will be lower in the total number of units than now exists and that should help students to complete their education goals and plan in a more timely manner. The Interior Design Program hosted a “Green Design: Empowering the Future” Conference on April 1, 2011 at SRJC College. There were 70 participants from students, faculty, Business and Industry who attended. Workshop topics included: Carol Venolia (Keynote Speaker) “Design for Life”, Michael Whitaker “Development and Implementation of Green Building Codes in Sonoma County Region”, Rob Hendricksen “Natural Flooring – Green, Sustainable”, Enrique M. Rodriquez “2010 California Green Building Standards, CALGreen”, Ken Wells “A Better Way- Product Stewardship”, Ruth Jacobsen “The Art & Craft of Eco-friendly Handpainted Artisan Wallcoverings”, Liz Yager “What is the County Doing to Create Jobs, Reduce Green House Emmissions, and Stimulate the Economy?”, and Paul Bielen “Campus Tour – Frank P. Doyle Library”

At this time, there are no Interior Design courses at the high school level in Santa Rosa City Schools and Sonoma County High Schools. Again, a full time tenure track faculty can help with promotion of the Interior Design Program at the various Career Days offered throughout the County.

Below are factors, as requested by the Faculty Staffing Committee, that justify hiring the retirement replacement.

1. Does the discipline have adequate contract and adjunct faculty to support its needs?

At this time the current full-time faculty teaches two courses in the Interior Design program and two courses in the Fashion Studies Program. All other courses in both programs are taught by adjunct faculty. The Department will be screening for new adjunct faculty this spring and fall in both the interior design and fashion studies programs. Courses in this discipline vary and sometimes it is difficult to find faculty who can teach the wide variety of courses that are now required. Special expertise is needed in certain areas and courses.

2. How difficult is it to recruit in the disciplines in the program unit?

The Interior Design program has had more difficulty because of the expertise needed to teach specific courses. Because of the major reduction in course offerings over a four year period, we had enough adjunct faculty to cover the department needs. Now that the college is in a growth mode and adding back courses, the need to replace the full-time faculty is critical. Advance courses must be now offered in a more timely manner; these courses require more specific expertise, and it will be important to hire faculty with the skills and knowledge for the advance courses.

3. How many times in the past three years has the department interviewed for the adjunct pool?

The Interior Design pool has been open continuously at the request of the HR Office. The last time a hiring committee was formed was four years ago and two adjunct faculty went into the pool. One of those adjunct faculty has since taken a full-time tenured track faculty position at Canada College and she is no longer in our pool. The Department Chair was planning to hire this summer for additional interior design adjunct faculty, needing to fill a Fall 2014 Introduction to Interior Design course. That did not happen because the Vice President of the College requested no new hires in the summer. There are four applicants for Interior Design at HR. The plan will be to screen and interview for new adjuncts in both interior design and fashion students this Fall 2014.

4. Other factors impacting the need for full-time faculty.

The Interior Design program is a CTE Program and a full-time faculty is required to coordinate the program and develop a schedule for fall, spring, and summer sessions following a rotation basis, write and update curriculum for currency and accuracy, develop and monitor an Advisory Committee that meets at least two times per year, monitor budget, supplies and equipment for the interior design classes, evaluate adjunct faculty, assess SLO's for all courses including program assessments, etc. In addition the regular faculty would be advising students and supporting them as they develop their education goals and plans. Adjunct faculty are not able to complete all the tasks that a full-time faculty must do to maintain an outstanding program of study for our students. The current full-time faculty has written many CTEA Grants over the last 12 years to provide extra money, equipment, and other projects that benefit the interior design program. Adjunct faculty would not be writing CTEA Grants.

5. What PRPP information in section 5 supports the request to replace a full-time faculty position that was lost?

Head counts: Fall 2010 (121), Spring 2011 (112), Fall 2011 (123), Spring 2012 (93),
Fall 2012 (89), Spring 2013 (63), Fall 2013 (73)

Rate of efficiency: Fall 2010 (74.2%), Spring 2011 (83.6%), Fall 2011 (75.5%),
Spring 2012 (69.0%), Fall 2012 (65.4%), Spring 2013 (78.8%),
Fall 2013 (66.7%)

Class size: Fall 2010 (20.2), Spring 2011 (22.4), Fall 2011 (20.5), Spring 2012 (17.8),
Fall 2012 (17.4), Spring 2013 (21.0), Fall 2013 (18.0)

Productivity: Fall 2010 (Ratio 11.50), Spring 2011 (Ratio 13.07), Fall 2011 (Ratio 10.90),
Spring 2012 (Ratio 10.36), Fall 2012 (Ratio 10.11),
Spring 2013 (Ratio 11.74), Fall 2013 (10.39)

6. What is the rationale for this position?

The full-time faculty is the person who will oversee the Interior Design Program and be responsible to maintain an outstanding curriculum that is current and meets industry standards. There are major changes/revisions that are being submitted to curriculum this year and a full-time faculty can advise students and support them to complete their educational goals. Major changes in updating the curriculum to include sustainable/green information which is the latest trend essential to work effective in the field is a big part of what a full-time

faculty will be involved in over the next few years. In addition, as stated above, the full-time faculty must maintain currency in curriculum, conduct adjunct faculty evaluations, monitor budget, supplies and equipment in the labs, coordinate the CTE Interior Design Advisory Committee as required, write CTEA grants to support program needs, etc. It is hoped that the full-time faculty will be able to grow the program and increase the student completers when the new revisions to the certificate and Associate of Arts Degrees are approved.

Consumer Issues Program needs:

CNIS is taught by an adjunct faculty who is in the retirement age range. CNIS courses have not been taught in recent years due to budget cut backs and the fact that these are stand alone classes at the moment. These two courses will be included in the new proposed CFS Transfer Major. It is anticipated that the CFS Transfer Major will be submitted in Fall 2014.

2.3e Faculty Staffing Requests

Rank	RS	ACTV	Location	SP	M	Discipline	SLO Assessment Rationale
0001	76	1301	ALL	01	01	FDNT	Currently, the FDNT program has one or more assessments completed and posted to Sharepoint for 100% of the courses. In order to maintain this level of continuous, ongoing assessments, a critical accreditation requirement, a full time replacement for the faculty member expected to retire during the 2014-15 AY is critical. The current 40:60 FT:PT ratio for the FDNT discipline has presented challenges for completing SLO assessments; this will be even more difficult to impossible in the event that we're not able to keep a third regular instructor in the department.
0002	76	1301	ALL	01	01	INDE	As of June, 2014, the Interior Design Program has 69% of the course offerings assessed.

2.4b Rational for Instructional and Non-Instructional Equipment, Technology, and Software

CFS - The department needs a portable multimedia projector to be used in the 3 classrooms (875, 855, and 885) that are not media-enhanced classrooms. Room 855 and 875 are in need of remodeling to accommodate the needs of other program classes, since the Culinary Arts Program has moved to their new building in December 2011. These classrooms will be used by instructors who use multimedia presentations to enhance their teaching. The layouts of these classrooms do not lend themselves to installation of a multimedia projector so the department would like to have three portable multi media projectors mounted on carts for each classroom. The three multi media projectors are needed because courses are offered at the same time in each room. Sharing a projector is not adequate. Also needed are documents viewers for use in the classroom.

FDNT- Clickers- The department would like to utilize clicker technology in the classes to enhance student learning and help facilitate student learning outcomes.

2.4c Instructional Equipment Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	76	1301	ALL	01	01	Portable computer multi media projectors and carts	3	\$4,290.00	\$12,870.00	Panizzera	875, 855, and 885	Panizzera
0002	76	1301	Santa Rosa	01	01	I Clickers for Food and Nutrition Courses	40	\$100.00	\$4,000.00	O'Donnell & Sakanashi & Tarver	860	Panizzera

2.4d Non-Instructional Equipment and Technology Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	76	1301	Santa Rosa	04	06	Black out curtains - replacement	8	\$3,000.00	\$24,000.00	Sakanashi	860, 880, 875 885	Panizzera
0002	76	1301	Other	04	01	Large table desks	38	\$300.00	\$11,400.00	Sakanashi	860	Panizzera
0002	76	1301	Other	04	06	Large, lockable cabinet	1	\$500.00	\$500.00	Sakanashi	880	Panizzera
0003	76	1301	Santa Rosa	01	06	Tables and Chairs, Blackboards,	30	\$2,000.00	\$60,000.00	Panizzera	855 and 875	Panizzera

2.4e Safety, Utility, and ADA Impacts

All the classrooms in Garcia Hall are in need of replacement blackout curtains. Garcia Hall room 860 needs larger and stronger desks. Currently we have tablet arm chairs that do not have any front support and students are constantly tipping the desks over. We also have a physically larger student population than when the desks were purchased and need larger desks to accommodate these students.

With Culinary Arts moving to their new facilities in December 2011, Room 855 and 875 will need to be remodeled to accommodate the needs of the CFS existing programs. Tables and chairs will need to be purchased; it is hoped that some tables and chairs will accommodate the needs for ADA.

2.5a Minor Facilities Requests

Rank	RS	ACTV	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	76	1301	Santa Rosa	04	06	Urgent	Garcia Hall	835, 855, 875	\$100,000.00	Renovation of the Garcia teaching kitchen for use by programs in the CFS department. The Culinary Arts Program moved out of Garcia Hall into their new building in December 2011. The food and nutrition and diet technology programs have courses that need to be scheduled at certain times in the day and evening when students are not working at facilities. It is anticipated that scheduling problems will be the same when Culinary is in their new facility. Garcia Hall will need major remodeling and updating of room 835, 855 and 875 to accommodate courses offered in othe CFS programs. The floristry program could convert the walk-in refrigerators located in room 855 to accommodate their needs. New desks, chairs, and other furnishing to convert these two classrooms to all purpose rooms must be done this year. The department display window needs painting, a new light system, and portable floors to use for student displays especially in the Visual Merchandising course taught each Fall semester and displays in Spring semester.
0001	76	1301	Santa Rosa	04	06	Urgent	Garcia Hall		\$100,000.00	Garcia Hall is in need of significant infrastructure improvements including: remodeling to prevent rodent infestation; window and flooring improvements/replacements; lighting replacements and improved control systems for lighting. HVAC improvements needed including evaluation and repair of control problems and extension of the HVAC system into areas of the building not HVAC controlled (restrooms and office space).
0002	76	1301	Santa Rosa	04	06	Urgent	Garcia Hall	875 and 855	\$30,000.00	New Blackout Drapes must be purchased for Room 875 to replaced damaged and dirty drapes left from the Culinary Program. If Room 855 becomes an all purpose classroom then blackout drapes will be needed for the windows in that room as well. Both rooms will need structural changes and painting. Possible new lighting, blackboards or grease boards, etc. Room 885 could use new blackout drapes as well. Current drapes are from 1966 remodel.

2.5b Analysis of Existing Facilities

As outlined in the **Space Allocation Needs Assessment Report (Dec, 2005)** Garcia Hall is in need of significant infrastructure improvements including: remodeling to prevent rodent infestation; window and flooring improvements/replacements; lighting replacements and improved control systems for lighting. HVAC improvements are also needed in Garcia Hall including evaluation and repair of control problems and extension of the HVAC system into areas of the building that are currently not HVAC controlled (bathrooms and some office space). To decrease the District's energy costs in the future it is strategically important that during the renovation of Garcia Hall changes and improvements are made to the overall building and infrastructure that will increase the energy efficiency of the building.

The **Space Allocation Needs Assessment Report (Dec, 2005)** outlines the critical need for more space to be allocated to programs in CFS in order for these programs to grow or maintain their current rate of growth. Specifically, the relocation of the Culinary Arts Department and its programs to a new facility in December 2011 made available the existing kitchen in Garcia Hall to CFS programs (i.e. Diet Tech, Foods and Nutrition, Floristry, Fashion Studies and Interior Design). However the decision to **not** have any foods classes taught in Garcia Hall means that Room 855 will not be used as a kitchen and the existing equipment left from the Culinary Arts Program relocation will be removed. Some discussion with Administrators in Fall 2011 gave the impression that Room 855 and 875 will be converted to general classroom space with tables and chairs. The CFS Department Chair has listed some needs for this conversion under Instructional Equipment Requests, and Durable Equipment and Furniture Requests and Facilities Requests section of this PRPP Report. One outcome from this Fall meeting was the cabinets in Garcia Hallway, the Storeroom in the hallway and cabinetry in Room 875 can be used by the Interior Design Program and the Fashion Studies Program to accommodate their storage needs for lab projects and supplies. More discussion is needed with the Administrators to discuss the needs of the existing CFS programs and how to accommodate their needs in this space before other courses are moved into the space.

The Floristry Program could easily convert the walk-in refrigerator left vacant by the Culinary Program to a floristry refrigerator which is needed to accommodate the storage of flowers for classes. The current floristry refrigerator is old and very small. Relocation of the current floristry refrigerator to Room 855 is an idea worth discussing in this renovation project.

Specific renovations that are vital to the growth of the programs in CFS are:

Utilizing additional storage space in Room 875 for the Interior Design program and the cabinets in the hallway of Garcia is critical. The hallway storeroom has the Fashion Studies fashion show and merchandising supplies and materials. That opens up the second storeroom in Room 880 to accommodate additional storage for the Floristry Program. That means items that have been stored on cabinets above 8 ft can now be stored in this additional space.

Room 855 still should have a stove/oven, 1-3 sinks and the large venting system so classes can be held when venting is required by Cal OSHA. The FASH 8, Textiles class, is required to use venting for the burn test, for example. A pullman type kitchen area (includes a refrigerator, stove with oven, microwave, and sink) would be minimum. Floristry classes need access to water for their oasis and flowers and burners to melt wax and other items for floral display. Electrical outlets need to be increased in this room to accommodate hot glue guns and hot plates used in some classes. A commercial dishwasher could accommodate the Ag Dept.s wine classes. These are just a few examples.

It is important to maintain some counter and storage space around the perimeters of the classroom (Room 855). There should be some counters that are lower to accommodate disability students as well. Room 875 should maintain the counter and storage space already existing in the room.

The cabinets in Room 875 were painted a grey color when the Culinary Arts program started to have lunches in that room before going down to the brickyard for the restaurant. The cabinets need to be carefully stripped of the grey paint and be brought back to the existing vinyl cabinet color. The grey paint is flaking off (not correct paint applied and is not holding); the room is looking junky!

Blackout drapes must be replaced in Room 875 and new drapes be added to Room 855. Current drapes are greasy from the Culinary Program and unsanitary.

As mentioned in another area of PRPP, Rooms 855, 875, and 885 need to have portable projectors and document scanners to make all three rooms "smart rooms".

Washer and dryer will remain in Room 875.

Some other suggestions that the CFS faculty and classified staff have discussed to accommodate our needs are as follows:

Room 835 (Room currently referred to as the Bakery); this room can be closed off with a temporary wall from 855 (which will be converted to a general classroom). The wall separating Room 801 (CFS Dept Office) should be opened up again and allow for enlarging the CFS Office. The existing wall is a temporary wall that was enclosed a number of years ago. The Dept. Office was greatly reduced to accommodate the Culinary Arts Program and the Baking classes. **Now it is time to accommodate the CFS Dept and faculty.** The current office space for CFS is very small. There are three full time faculty offices housed in this space and two classified positions and desks. There is very little space to accommodate other adjunct faculty coming in to get their mail and talk with the Dept Chair or Ad Min or the Lab Assistant. If students are waiting to see the Food and Nutrition instructors during office hours, it is noisy, and very tight quarters. Opening up the wall and dividing the space in Room 835 would be useful and beneficial to accommodate CFS's needs and make the work space more efficient. The rest of Room 835 would be for the Floristry Program. This space would accommodate the relocation of the Floristry refrigerator, currently located in the backroom by Room 880. It is a small space and interferes with existing cabinetry needed by the Fashion Studies Program. There is an outside hall door to the room and it would make delivery of fresh flowers for the program easy to access.

A teacher's desk and chair, two file cabinets (4 drawer, locking), other storage cabinets for other instructional supplies.

Room 875 needs tables and chairs to accommodate 30 -35 students. The existing storage cabinets need repairs to the broken and/or missing door handles, and repair or replace locks on cabinets.

3.1 Diversify Funding - Grants/Contracts

FDNT Program:

The Nutrition and Dietetic Technology faculty are working with the Dean of Agriculture, the Dean of Child Development and the Dean of Business and Professional Studies to develop a USDA AFRI - Childhood Obesity Prevention Grant. The goal of this initial grant will be to fund a County and State-wide conference to determine the needs and objectives of stake-holders in the community with respect to the prevention of child obesity. Based on the data and information gathered at this conference the long term goal is to develop and submit a larger and more broad-based grant for the next grant-cycle to focus on child obesity prevention in Sonoma County.

3.2 Cultural Competency

Faculty and staff within the CFS department are committed to supporting diversity both in the classroom and in the work environment. When applications for new positions are requested we ask all candidates for their statement on diversity.

3.3 Professional Development

Faculty and classified staff are encouraged to attend trainings as pertinent to their responsibilities.

Faculty have attended programs for professional develop:

- California Dietetic Association Annual Conference
- Bay Area Dietetic Association Spring meeting
- Nutrition and Dietetic Educators of Practitioners Annual Conference
- SRJC Moodle Training
- SRJC CPR Training
- SRJC Safety Coordinator Training

The Interior Design and Fashion Studies Program Coordinator attends the Interior Design Student Career Forum

Quilting, Sewing Expo

Various Trainings online to maintain currency as a Certified Home Economist (75 hours CEU every three years).

CEU's for maintaining Allied ASID and NKBA membership

3.4 Safety and Emergency Preparedness

- **Injury and Illness Prevention Program (IIPP)**

The District's Injury and Illness Prevention Program is found in District Policy 6.8.2 and Procedure 6.8.2P. This program needs to be reviewed with each employee at least once per year. Identify the steps that have been taken to review this program with employees in your department this year. Contact Environmental Health and Safety if you need assistance (524-1654).

- **Safety Trainings**

Per the District Injury and Illness Prevention Program (IIPP), what safety trainings does your department require? Contact Environmental Health and Safety if you need assistance (524-1654).

- **Building and Area Safety Coordinators**

List your Building and Area Safety Coordinators as shown in the sample below. Include Name, Building, Building Safety Coordinator (BSC) Area, Area Safety Coordinators (ASC) Area, Department, and any specific areas of responsibility.

Writers Tip: Outside of the PRPP template, create a word table or excel table in the following format, and then paste it into this text block.

3.5 Sustainable Practices

Describe and quantify how your department, program, or unit contributes to SRJC's Sustainability Initiative. Consider curriculum, office practices, purchasing, building operations and maintenance, and other green practices. When specific budget, staffing, facilities, equipment or technology resources are required, please submit those requests in Section 2: Resources. For more information go to:

www.santarosa.edu/sustainability.

The Consumer & Family Studies faculty and classified staff actively participate in sustainable practices where ever possible.

Recycled paper bins are in the hallway for students and in our dept. office; supplies (print cartridges) are recycled to the warehouse.

Many instructors print their exams on double sided pages.

Many instructors are posting course information on file depot.

Many instructors use their own web page through CATE to post information about their courses.

Many instructors have developed course manuals and sell those in the bookstore.

The Interior Design Program Faculty have text books that include information about sustainability/green on all aspects of interior design. The new textbooks include information on products, services, agencies, codes and regulations, and offer many different web sites, etc.

A CTEA Grant approved 2009-2010 provided for an Interior Design Adjunct Faculty member to develop 7 new Sustainable/Green courses for the program. One course, INDE 70 Introduction to Sustainable/Green Design, was approved through SRJC Curriculum Committee and was offered in Fall 2011. The other six courses are awaiting to be submitted to Curriculum pending the revision of the existing Three Level Interior Design Certificate Program. There are 78 units. The Dean has been working with the Program Coordinator and the Interior Design Advisory Committee members to revise the existing certificates and reduce the units. This revision has been completed and the new proposed certificates will be submitted to the Curriculum Committee in Fall 2014. The six additional Sustainable/Green courses will be incorporated or will be replacing six existing courses in the new Interior Design Program. **The Interior Design Program will Participate in the 3.6 Policy Program Review, Evaluation, Revitalization and Discontinuance during the 2014-2015 year.** The new proposed Interior Design certificates will be submitted as part of the 3.6 process for approval to revitalize the program.

In 2010-2011, the Interior Design Program Coordinator under a CTEA Grant hosted an all day conference: "Green Design, Empowering the Future", April 1, 2011. The conference had the following presenters:

Carol Venolia, "Design For Life", author and architect; Michael Whitaker, "Development and Implementation of Green Building Codes in Sonoma County Region"; Rob Hendrickson, Natural Flooring-Green/Sustainable"; Enrique M. Rodriguez, "2010 California Green Building Standards, CALGreen"; Ken Wells, "A Better Way-Product Stewardship"; Ruth Jacobsen, "The Art & Craft of Eco-Friendly Handpainted Artisan Wallcoverings"; Liz Yager, "What is the County Doing to Create Jobs, Reduce Green House Emissions, and Stimulate the Economy?". Paul Bielen provided a campus tour of the new Frank P. Doyle Library. There were 70 people attending the event and was well received by industry professionals, students, and the general public.

Interior Designers and Architects have provided the Interior Design Program with supplies and materials for students to use in developing their color boards for projects. These materials and supplies are recycled from the industry to our program. Items include tiles, granite, marble, laminates, upholstery fabrics, window coverings, floor materials, trims and fringes. Many of the supplies are sustainable/green.

Foods and Nutrition Program:

Our efforts to minimize printing of our Diet Analysis project will significantly reduce the paper use of students at the computer labs on campus, which have up to now allowed our students to print on lab computers. However to achieve this goal the program must have the resources outlined in 3.1b.

CNIS (Consumer Issues):

Consumer Issues courses have not been offered since 2010.

Double sided tests were used to cut back on paper. When the courses are offered again, the instructors will be looking at ways to be more sustainable/green.

4.1a Course Student Learning Outcomes Assessment

See overall Assessment Plan, below.

FDNT -

A group assessment that involved 8 different faculty members, was completed for one SLO of FDNT 10 and one SLO of FDNT 62. Additional assessments were subsequently completed by individual or small groups of faculty over the last year resulting in 100% of the SLOs being assessed at least once for each of these courses. Results of these assessments combined with input from various faculty resulted in completion of a course review and update for FDNT 10, Elementary Nutrition during Spring, 2014.

FDNT 75, Principles of Food, has had ongoing SLO assessments. While students were meeting the course SLOs, a complete review resulted in updates to this course, effective Fall 2014.

Currently 100% of FDNT courses have had one or more course level SLO assessment completed and posted to Sharepoint. Results of these assessments are being used to improve effectiveness in the classroom.

INDE -

SLO assessments for INDE courses has been ongoing, with one or more assessment completed each of the last two semesters. Every INDE faculty member has completed one or more SLO assessment, demonstrating the widespread involvement of faculty in this process. Currently, 69% of INDE courses have one or more SLO assessments completed and posted to Sharepoint.

CNIS -

No Consumer Issues courses were offered during 2013-2014, due to budget cutbacks and scheduling guidelines for course offerings. These courses are not part of a transfer or certificate program at this time. They are stand alone courses. The CFS transfer major, which is under development will use these two courses as part of the requirements. Once these courses are back in the schedule, SLO assessments will be completed.

CFS Department 6-Year Cycle SLO Assessment Plan: 1301

Course	SLO #s	Participating Faculty	Semester Initiated or to Be Initiated	Semester Completed	Comments	Year of Next Assessment
CONSUMER ISSUES						
CNIS 90 Money Management*	N/A				Course not currently being taught	As scheduled
CNIS 92 Life Management *	N/A				Course not currently being taught	As scheduled
FOOD & NUTRITION						
FDNT 10 Elementary Nutrition	#1 # 2, #3	All/O'Donnell All/O'Donnell	S 2012 S 2014	S 2012 S 2014	SLO met SLOs met	S 2018 S 2020
FDNT 57 Child Nutrition *	N/A				Course not currently being taught	As scheduled
FDNT 60 Nutrition & Physical Fitness	#1 #2	J Tarver J Tarver	S 2013 S 2015	S 2013	Grading Rubric TBD Course taught Spring only	S 2016 S 2015
FDNT 61 Nutrition Issues	#3 #1, #2	T Sakanashi T Sakanashi	S 2013 S 2015	S 2013	SLO met by 89% Course taught Spring only	S 2019 S 2015
FDNT 62 Nutrition & Diet Therapy	#1 #1 #2 #2, #3	All/O'Donnell J Giammattei T Binder A O'Donnell	S 2012 S 2013 S 2013 S 2014	S 2012 S 2013 S 2013 S 2014	SLO met SLO met SLO met SLO met	S 2013 & 2018 S 2014 S 2020
FDNT 70 Intro Nutrition, Dietetics	#1 #2 #3	H Gilardi H Gilardi/J Tarver H Gilardi/J Tarver	S 2012 F 2014 S 2015	S 2012	SLO met	S 2018 F 2014 S 2015
FDNT 75 Principles of Food	#1 #2 #3	S Delmonico T Sakanashi T Sakanashi	F 2011 F 2014 S 2015	S 2012	SLO met	F 2017 2014-15
FDNT 86 Cultural Foods*	N/A				Course not currently being taught	As scheduled
FDNT 162 Diet Therapy Healthcare	#2, #3 #1	K Ferraro H Haluska	S 2013 F 2014	S 2013	SLOs met	S 2019
FDNT 359 Weight Control *	N/A				Course not currently being taught	As scheduled
INTERIOR DESIGN						
INDE 20 Intro Interior Design	#1, 2, 3, 4	B Panizzera	F 2013	S 2014	SLOs met	F 2019
INDE 50 Basic Drafting	#2 #1, #3	C Woolsey C Woolsey/B Panizzera	F 2012 F 2014	F 2012	SLO met Course taught F only	F 2018
INDE 52 Int Envir & Space Plan	#1,2,3				Course not currently being taught	As scheduled

INDE 62.1/130 History Furniture 1	#1, #2	R Spencer	F 2014			
INDE 63 Int Prod Materials Lig	#3 #1 #2	C Woolsey C Woolsey C Woolsey	S 2013 S 2015 S 2016	S2013	SLO met; will clarify assgn.	S 2019
INDE 64.1 Prof Practices	#4 #1, 2 # 3, 5	C Woolsey B Panizzera/CWoolsey	S 2014 S 2015 S 2016	S 2014	SLO met Course taught Spring only	S 2020
INDE 67 Int Illustr & Renderin	#1	L Kiisk	F 2013	F 2013	SLO met Only 1 SLO for this course.	F 2019
INDE 83 Lighting Design	#1, 2 #3	B Panizzera			Course not currently being taught	As scheduled
INDE 99I Occ Work Exp Intern					In progresss through WE Dept	
INDE 122 Kitchen & Bath Design	#1, 2, 3, 4		S 2012	S 2012	SLOs met – Final Project	S 2018
INDE 128 Barrier Free Int Des	#1, #2 #3, #4	B Panizzera, C Woolsey	S 2015 F 2016		As scheduled	
INDE 132 Furniture & Prod Des	#1 #2, 3	C Woolsey C Woolsey	S 2013 S 2015	S 2013	SLO met	S 2019 As scheduled
INDE 135 Working Drawings	#1 #2, 3	C Woolsey C Woolsey	S 2011 S 2015	F 2011	SLO met	S 2017 As scheduled
INDE 140 Portfolios	#2 #1	A Langlois B Panizzera	F 2012 S 2015	F 2012	SLO met	F 2018 As scheduled

4.1b Program Student Learning Outcomes Assessment

The FDNT and INDE programs have completed development of their program SLOs, for the Certificates of Achievements and Degree Programs which have been approved by the Curriculum committee.

Assessment of individual program SLOs has been started. Assessments of remaining SLOs for both the FDNT transfer major and INDE certificates and major are expected during the 2014-15 year.

4.1c Student Learning Outcomes Reporting

Type	Name	SLO Identified	SLOs on Web	Assessment Methodology Identified	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	CONSUMER ISSUES *	N/A	N/A	N/A	N/A	N/A	N/A
Course	CNIS 90 Money Mgmt *	Spring 2008	Fall 2008	N/A	N/A	N/A	N/A
Course	CNIS 92 Life Mgmt *	Spring 2008	Fall 2008	N/A	N/A	N/A	N/A
Course	FDNT 10 Elementary Nutrition	Spring 2008	Fall 2008	N/A	Spring 2014	Spring 2014	Fall 2014
Course	FDNT 57 Child Nutrition *	Spring 2010	Spring 2011	N/A	N/A	N/A	N/A
Course	FDNT 60 Nutrition & Phys Fitne	Spring 2010	Summer 2011	N/A	Spring 2013	Spring 2013	Fall 2013
Course	FDNT 61 Nutrition Issues	Spring 2010	Spring 2011	N/A	Spring 2013	Spring 2013	Spring 2014
Course	FDNT 62 Nutrition & Diet Thera	Spring 2008	Fall 2008	N/A	Spring 2014	Spring 2014	Fall 2014
Course	FDNT 70 Intro Nutrition, Diets	Spring 2008	Spring 2008	N/A	Spring 2012	Spring 2012	Fall 2012
Course	FDNT 75 Principles of Food	Spring 2008	Spring 2008	Spring 2010	Fall 2011	Spring 2012	Fall 2012
Course	FDNT 86 Cultural Foods*	N/A	N/A	N/A	N/A	N/A	N/A
Course	FDNT 162 Diet Therapy Healthca	Spring 2008	Spring 2008	N/A	Spring 2013	Spring 2013	Fall 2013
Course	FDNT 359 Weight Control *	Spring 2010	Spring 2011	N/A	N/A	N/A	N/A
Course	INDE 20 Intro Interior Design	Spring 2009	N/A	N/A	Fall 2013	Spring 2014	Fall 2014
Course	INDE 50 Basic Drafting	Spring 2009	N/A	Fall 2010	Fall 2012	Spring 2013	N/A
Course	INDE 52 Int Envir & Space Plan	Spring 2009	Spring 2011	Spring 2011	N/A	N/A	N/A
Course	INDE 63 Int Prod Materials Lig	Spring 2009	N/A	N/A	Spring 2013	Fall 2013	Spring 2014
Course	INDE 67 Int Illustr & Renderin	Spring 2009	Spring 2011	Spring 2011	Fall 2013	Fall 2013	N/A
Course	INDE 68 Bus Mgmt for Int Desig	Spring 2009	N/A	N/A	N/A	N/A	N/A
Course	INDE 83 Lighting Design	Spring 2009	N/A	N/A	N/A	N/A	N/A
Course	INDE 86 Commercial Design*	Spring 2009	N/A	N/A	N/A	N/A	N/A
Course	INDE 99I Occ Work Exp Intern	N/A	N/A	N/A	N/A	N/A	N/A
Course	INDE 64.1 Prof Practices	Spring 2009	Spring 2011	Spring 2011	Spring 2014	Spring 2014	N/A
Course	INDE 122 Kitchen & Bath Design	Spring 2009	Spring 2011	Spring 2011	Spring 2012	Fall 2013	N/A
Course	INDE 128 Barrier Free Int Des	Spring 2009	N/A	N/A	N/A	N/A	N/A
Course	INDE 130 History Furniture 1	N/A	N/A	N/A	N/A	N/A	N/A
Course	INDE 131 History Furniture 2*	Spring 2011	Spring 2011	Spring 2011	N/A	N/A	N/A
Course	INDE 132 Furniture & Prod Des	Fall 2008	N/A	N/A	Spring 2013	Spring 2013	N/A
Course	INDE 135 Working Drawings	Spring 2009	Spring 2011	Spring 2011	Spring 2011	Fall 2011	N/A
Course	INDE 136 Int Design Studio*	Spring 2009	Spring 2011	Spring 2011	N/A	N/A	N/A
Course	INDE 138 Intl Practices*	N/A	Fall 2007	Spring 2011	N/A	N/A	N/A
Course	INDE 140 Portfolios	Spring 2009	Spring 2011	Spring 2011	Fall 2012	Fall 2012	Fall 2014
Course	INDE 150A CAD for Int Design*	N/A	Spring 2008	N/A	N/A	N/A	N/A
Course	INDE 150B 3-D CAD & Rendering*	N/A	Fall 2008	N/A	N/A	N/A	N/A
Course	INDE 151 Project Management*	Spring 2010	Fall 2007	N/A	N/A	N/A	N/A
Course	INDE 70 Intro Sust/Grn Design*	Spring 2010	Spring 2010	N/A	N/A	N/A	N/A
Certificate/Major	NUTRITION and DIETETICS	N/A	N/A	N/A	N/A	N/A	N/A
Certificate/Major	INTERIOR DESIGN	N/A	N/A	N/A	N/A	N/A	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
CNIS 90 Money Mgt	X		X		X		X				X					X
CNIS 92 Life Managem	X		X		X		X				X					X
FDNT 10 Elementary N	X	X	X			X					X					X
FDNT 62 Nutrition an	X	X	X	X		X	X	X		X	X	X	X	X	X	X
FDNT 70			X	X			X	X	X	X	X	X	X			X
FDNT 75	X		X		X	X	X	X	X		X	X	X	X		X
INDE 20							X	X		X	X	X	X			
INDE 50	X						X	X	X	X	X	X				

4.2b Narrative (Optional)

The Consumer and Family Studies Department's mission is directly aligned with many of the Institutional outcomes. The courses that are offered in the various programs meet at least one of the institutional outcomes.

5.0 Performance Measures

This section allows programs/units to define and report on their own unique workload and performance measures. The program/unit should identify any unique **non-academic** data elements that provide insight into the quantity and quality of the services you provide. Trend data is particularly helpful.

You can copy and paste tables or charts in the text block provided. If section 5.0 is not relevant to you, just state "not applicable."

EXAMPLES:

- *Human Resources could measure the number of recruitments each year or the number of applications processed.*
- *A&R could report on the number of student applications processed each year.*
- *A student service might measure the number of the number of student visits (duplicated headcount) or number of students who have utilized services (unduplicated headcount).*
- *The Library could measure student visits or other performance measures, such as student use of electronic databases.*

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

The CFS Department programs offer classes during both the day and evening, as well as, Fridays. Although not all programs offer all these options, each program has diversified its offerings to meet students' needs as evidenced by the increased enrollment in all programs.

All Discipline/All Location Enrollment: Student headcount in all CFS sections has **increased** by **4.5% (F'12-F'13)** and **9 % (S'12-S'13)**.

When based on location similar increases in student headcount is seen at both the Santa Rosa and Petaluma locations.

CFS - Additional CFS courses shown in the data refer to Independent Studies courses (CFS 49 or CFS 98).

The Consumer Issues (CNIS) program CNIS 92 (Life Management) was cut from the Spring 2010 schedule due to budget cutbacks. It was not offered at all during 2010-2013. This is a stand alone course at the moment. CNIS 92 satisfies Area E - Lifelong Learning & Self Development in the CSU General Education Associate Degree Option B.

A CFS transfer major has been developed and presented to the Advisory Committees (2011-2012) where it received unanimous support to pursue this new major. CNIS 90 (Money Management) will be included in the major. It is anticipated that this CFS Transfer Major will be ready to go to Curriculum Committee Fall 2014.

FDNT Program: Headcount data show an increase in both F12 to F13 and S12 to S13 at both campus locations that FDNT courses are provided. At the Santa Rosa campus (7% increase F12 to F13; 18% increase S12 to S13). At the Petaluma campus the headcount have also increased (12% increase F12 to F13; and 3% increase S12 to S13).

- Is the program offering a balanced class schedule convenient to students with day, evening, Friday, and weekend courses, as needed? **The Foods and Nutrition program offers both day and evening classes for the courses that have a high demand, specifically FDNT 10 Elementary Nutrition and FDNT 62 Nutrition and Diet Therapy. We also offer a section of FDNT 62 on Fridays at the Petaluma campus, which has filled consistently. We do not currently have any course offerings on the weekend, but we would like to have the FDNT 10 course considered for incorporation into the weekend college curriculum.**
- Is the program offering a good **geographic distribution** of classes, at Santa Rosa, Petaluma, Public Safety Training Center, and other sites? **The FDNT program has sections of FDNT 10 and 62 at both the Santa Rosa and Petaluma campus. FDNT 60, Nutrition and Physical Fitness, is alternated between the 2 campuses each semester to accommodate students in the Fitness, Nutrition and Health certificate.**
- Does the program effectively use **alternative delivery modes** when appropriate such as online, online hybrid, or video transmission? **The FDNT program offers 3 courses online -FDNT 10 Elementary Nutrition, FDNT 162 Diet Therapy for Healthcare and FDNT 62 Nutrition and Diet Therapy. These courses fill quickly and it is anticipated that these courses will continue to have high enrollment. Given the demand for online courses it is important that the FDNT program increase its pool of qualified online instructors.**
- Is there demand for specific courses that is not being met? If so, what is the plan to address this? **All the courses in the FDNT program close prior to the beginning of the semester. The two core courses, FDNT 10 and FDNT 62,**

usually have students wanting to add during the first week of classes. If an additional section of FDNT 10 were to be added, especially an online section, it would probably fill rapidly. The current limitation is that the online course is only taught by an adjunct who is limited in the number of sections they can teach. If a full-time instructor were to be hired that could teach both face-to-face and online this would significantly enhance the ability of the program to expand its course offerings.

- Can the program do a better job of serving students, and if so, how? State specific recommendations. **By increasing the number of online courses AND developing an effective assessment tool for these courses would be an avenue that could increase program effectiveness.**
- If the program/unit has a pattern or trend of declining or unstable enrollments over the past four years, what adjustment of course scheduling has the program implemented to address this? **The FDNT program has stable and increasing enrollment.**
- Are course offerings being scheduled frequently enough or in rotation to assure that students can complete the program within the stated duration of the program or within a “reasonable” time frame (often interpreted to be two years, but it could be longer)? **All the courses needed for the Nutrition and Dietetics major offered by the FDNT program are offered at least once each year.**
- Describe any marketing efforts or outreach activities geared to increasing enrollments, if applicable. **Our major goal for the future is to prompt students who are transferring to a 4-year institution with a Nutrition major to apply for an A.S. in Nutrition & Dietetics. We are currently in the processes of finalizing the TMC for the major and this will make it much easier for students to fulfill both the transfer and SRJC requirements.**

The Interior Design (INDE) program offers courses only at the Santa Rosa campus since the Petaluma campus does not have the facilities needed for supplies and storage for the INDE courses. The INDE program was recertified by the Chancellor's office in 2007.

Enrollment in the INDE has been consistent overall. Fall 2011 shows a slight increase in enrollment from Fall 2010. Budget cutbacks have not allowed for more advance courses to be offered. Spring 2012 is the first semester that INDE 20 Introduction to Interior Design and INDE 50 Basic Drafting for Interior Designers were not offered. These are considered beginning classes. Two advance classes were offered instead, INDE 122 Kitchen and Bath Design and INDE 128 Barrier Free Concepts in Interior Design to help students complete their certificates. It is not clear what the impact of not offering the Introduction to INDE will be for incoming students. In the past, two sections of INDE 20 have been offered each semester and last year one section was cut from the fall and spring semester.

The impact of two INDE courses that are part of the Level I Retail Interior Design Certificate of Achievement being cancelled due to low enrollment in Spring 2013 is directly related to the cutbacks in offering fewer INDE 20 Introductory classes the

previous three semesters. Not enough beginning students continued on for their certificates. The INDE 20 is the survey class and introductory. You need at least three beginning classes to fill an advance class. Some students take the INDE 20 as an elective for the Fashion Studies Retail Merchandising Certificate.

Spring 2009 shows enrollment at (183) with a decrease of 38% Spring 2010. This major decrease is attributed to no advance courses being offered during Spring 2010 due to budget cutbacks. Only Level I, Retail Merchandising courses were offered. Spring 2011 shows no change in headcount from Spring 2010. Again courses were not offered except the Retail Interior Design Certificate courses. The headcount for Fall 2011 was (123); Fall 2012 (89) a major decrease due to courses not being offered because of budget cuts. Spring 2011 (112) and Spring 2012 (93) again shows the decrease in headcount due to fewer classes offered.

Santa Rosa Junior College - Program Unit Review

Consumer and Family Studies - FY 2012-13 (plus current FY Summer and Fall)

5.1 Student Headcounts The number of students enrolled in each Discipline at first census (duplicated headcount).

Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Consumer and Family Studies	0	2	4	1	3	1	0	8	
Consumer Issues	0	0	0	0	0	0	0	0	
Foods and Nutrition	28	539	513	22	477	501	95	548	59
Interior Design	0	121	112	0	123	93	0	89	6
ALL Disciplines	28	662	629	23	603	595	95	645	65

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Consumer and Family Studies	0	0	0	0	0	0	0	0	
Consumer Issues	0	0	0	0	0	0	0	0	
Foods and Nutrition	36	195	261	33	177	257	33	162	26
Interior Design	0	0	0	0	0	0	0	0	
ALL Disciplines	36	195	261	33	177	257	33	162	26

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Consumer and Family Studies	0	0	0	0	0	0	0	0	
Consumer Issues	0	0	0	0	0	0	0	0	
Foods and Nutrition	53	90	130	127	120	0	0	0	
Interior Design	0	0	0	0	0	0	0	0	
ALL Disciplines	53	90	130	127	120	0	0	0	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Consumer and Family Studies	0	2	4	1	3	1	0	8	
Consumer Issues	0	0	0	0	0	0	0	0	
Foods and Nutrition	117	824	904	182	774	758	128	710	85
Interior Design	0	121	112	0	123	93	0	89	6
ALL Disciplines	117	947	1020	183	900	852	128	807	91

5.2a Enrollment Efficiency

Overall the enrollment efficiency for all disciplines in the CFS department is 107% (S13) - 97.9% (f13). This is HIGHER than the district range of 85%.

The **CNIS** program's enrollment efficiency has fluxuated over the past 4 years; the average in enrollment efficiency increased for **Fall 2008 at 86.7%** and **Spring 2009 at 103.3%**. These have met the district range of 85% for 2010- 2011. These CNIS classes are not being offered at this time due to budget cutbacks. These courses are "stand alone" courses and not offered because of budget issues. It is anticipated to include these courses in the new proposed CFS Transfer Major this Fall 2014.

The **FDNT** program's enrollment efficiency are high, at all locations the enrollment efficiency is higher than the District's goal of 85%. Thus indicating that there is high demand for FDNT courses and additional sections of these courses would be filled.

Santa Rosa campus enrollment efficiency was 113.8% (S13) and 102.9%(F13).

Petaluma campus enrollment efficiency was 103.5% (S13) and 101.1% (F13).

The **INDE** program's enrollment efficiency was **74.5% for F'10 and 83.6% S'11**. The lower enrollment efficiency is due to the smaller class sizes of advanced level INDE certificate classes. Enrollment efficiency could be increased by increasing the number sections of the introductory INDE course. However, this is limited by the number of courses/sections (i.e. FTEF) that can be offered due to the budget restrictions. The program must offer the advanced courses to allow students to complete their certificates but cannot grow the enrollment in these courses unless more introductory sections are created. If more FTEF could be added to the INDE program the program's efficiency would increase since the enrollment efficiency of the introductory INDE course is over 80%. The program's enrollment efficiency increased dramatically to **83.6% (Fall 2011) and declined some to 69.0% (Spring 2012)**. However, Fall 2012 (65.4%) showed decreases; again attributed to the budget cuts in course offerings.

There may be a decline in enrollment efficiency because of the lower enrollments that sometimes occurs in the more advance level courses. Advanced courses have not been offered each semester because of the number of sections designated to the Interior Design program each semester. Some students are leaving the program to take courses at other colleges to complete their certificate. Four years of constant decreases in advance course offerings has severely damaged the Interior Design Program. Enrollments are down.

Santa Rosa Junior College - Program Unit Review

Consumer and Family Studies - FY 2012-13 (plus current FY Summer and Fall)

5.2a Enrollment Efficiency The percentage of seats filled in each Discipline at first census based on class limit (not room size).

Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Consumer and Family Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Consumer Issues	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foods and Nutrition	93.3%	114.3%	110.9%	73.3%	115.9%	105.5%	105.6%	115.8%	113.8%
Interior Design	0.0%	74.2%	83.6%	0.0%	75.5%	69.0%	0.0%	65.4%	78.8%
ALL Disciplines	93.3%	103.7%	104.6%	73.3%	104.1%	97.4%	105.6%	104.4%	109.0%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Consumer and Family Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Consumer Issues	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foods and Nutrition	36.4%	92.9%	98.5%	82.5%	98.3%	100.8%	82.5%	108.0%	103.5%
Interior Design	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ALL Disciplines	36.4%	92.9%	98.5%	82.5%	98.3%	100.8%	82.5%	108.0%	103.5%

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Consumer and Family Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Consumer Issues	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foods and Nutrition	88.3%	100.0%	104.0%	105.8%	100.0%	0.0%	0.0%	0.0%	0.0%
Interior Design	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ALL Disciplines	88.3%	100.0%	104.0%	105.8%	100.0%	0.0%	0.0%	0.0%	0.0%

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Consumer and Family Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Consumer Issues	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foods and Nutrition	61.9%	106.6%	106.0%	95.8%	108.6%	103.8%	98.5%	113.9%	110.3%
Interior Design	0.0%	74.2%	83.6%	0.0%	75.5%	69.0%	0.0%	65.4%	78.8%
ALL Disciplines	61.9%	100.9%	102.9%	95.8%	102.3%	98.5%	98.5%	105.1%	107.3%

5.2b Average Class Size

Overall the **average class size for all disciplines in the CFS department** has been higher than the District average of 25 students. During the academic year the overall CFS class size was **31.6 students in S13 and 27.7 F13**.

CNIS average class size is **23-29 students. (lecture, class limit = 30)**. The average class size has remained constant with a slight increase to **31 students** in Spring 2009. These courses were not offered 2010-2013 due to budget cutbacks and these two courses are "stand alone" classes. These courses will be included in the CFS Transfer Major Program that will be proposed in Fall 2014.

FDNT average class size is **33.3 (S13) and 29.9 (F13). (lecture, class limit = 35)**. In Santa Rosa, the average class size is 33.5 for (S13) and 29.8 (F13). Petaluma shows average class size as 33 (S13) and 30.3 (F13).

In Santa Rosa the class limit is 35 due to the classroom size and in some courses 25 students is the limit.

In Petaluma the class limit is 40 students.

INDE average class size has declined due to offering advanced course work in the Commercial Design Certificate of Achievement during the last 3 years. A class would have usually 20 - 25 **students. (lecture, class limit = 30 and lab, class limit = 25)**. An increase in average class size was adjusted to the following on this year's PRPP because the charts showed significantly higher numbers than previously reported for those years of **22.5 students in Fall 2008 and 20.3 in Spring 2009**. There has been a slight decline in class size from Fall 2009 (20.8), and holding constant in Spring 2009 (20.3). Spring 2010 (22.4) shows a slight increase. Average class size for Fall 2010 (20.2), Spring 2011 (22.4), Fall 2011 (20.5) shows results of reduced course offerings to just the Retail Interior Design certificate and very few advance courses being offered due to budget crisis. Starting in Spring 2011 and Spring 2012 at least 2 or 3 intermediate to advance courses were offered to help students complete their certificates. These intermediate and advance courses have a smaller number of students enrolled than the introduction or beginning courses. Fall 2012 (17.4) again showed a slight decline in average size.

Santa Rosa Junior College - Program Unit Review

Consumer and Family Studies - FY 2012-13 (plus current FY Summer and Fall)

5.2b Average Class Size The average class size in each Discipline at first census (excludes cancelled classes).

Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Consumer and Family Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Consumer Issues	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Foods and Nutrition	28.0	32.5	33.3	22.0	32.7	32.0	31.7	32.9	33.0

Interior Design	0.0	20.2	22.4	0.0	20.5	17.8	0.0	17.4	21.1
ALL Disciplines	28.0	29.1	30.6	22.0	29.1	28.5	31.7	29.2	31.1

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Consumer and Family Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Consumer Issues	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Foods and Nutrition	36.0	27.9	32.6	33.0	29.5	32.1	33.0	32.4	33.0
Interior Design	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ALL Disciplines	36.0	27.9	32.6	33.0	29.5	32.1	33.0	32.4	33.0

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Consumer and Family Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Consumer Issues	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Foods and Nutrition	26.5	30.0	32.5	31.8	30.0	0.0	0.0	0.0	0.0
Interior Design	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ALL Disciplines	26.5	30.0	32.5	31.8	30.0	0.0	0.0	0.0	0.0

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
Consumer and Family Studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Consumer Issues	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Foods and Nutrition	29.3	31.0	33.0	30.3	31.5	32.0	32.0	32.8	33.0
Interior Design	0.0	20.2	22.4	0.0	20.5	17.8	0.0	17.4	21.1
ALL Disciplines	29.3	28.9	31.3	30.3	29.3	29.5	32.0	29.8	32.1

5.3 Instructional Productivity

Consumer Issues (CNIS):

Instructional Productivity (FTES:FTEF) = 13.00 (F08) and 15.50 (S09)

Offered at the SR campus only:

(a.) The FTES in this program has been relatively steady, however, with the change in the economy we have seen more student interest in the areas of Life Management. Looking at the initial enrollments in Life Management show that a significant number of students enroll in the class. The course content may need to be updated in this program area. This course satisfies the CSU Area E (Lifelong Understanding & Self Development).

(b.)The CNIS courses are taught by one adjunct faculty member who has been teaching in the department for many years. If this program were given more support in terms of curriculum and publicity the productivity could be increased.

(c.) The FTES:FTEF for this program is lower than the district goal of 17.5 suggesting the productivity could be increased since this is a lecture course and FTES can be increased.

(d) As of Spring 2010 to the present, this "stand alone: course was not offered due to budget cutbacks.

The CNIS courses will be included in the proposed CFS Transfer Major in Fall 2014.

Foods and Nutrition Program (FDNT):

Santa Rosa Campus:

Instructional Productivity (FTES:FTEF)= 17.84 (S13) and 16.13 (F13).

Petaluma Campus:

Instructional Productivity (FTES:FTEF)= 15.32 (S13) and 15.68 (F13).

The enrollment efficiency in Petaluma is slightly lower than the District goal of 18.5, however enrollment efficiency has improved (increased) since the same period the year before. It should be noted that since the class limit for courses in FDNT is 30-35 students (depending on the course and room used) it makes it impossible for these courses to reach an efficiency of 18.5 or greater which requires a student enrollment of 37.4 which is above the class limit.

Interior Design (INDE):

Instructional Productivity (FTES:FTEF)= 12.51 (F'08) and 10.84 (S'09).

Instructional Productivity (FTES:FTEF)= 11.50 (F'10), 13.07 (S'11), 10.09 (F'11).

INDE productivity is below 18.5. The instructional productivity has shown an increase over the last few years from previous years. Fall 2010 (11.50), Spring 2011 (13.07).

Fall 2011 (10.90); Fall 2012 (10.11) showing a slight decline. Spring 2011 (13.06); Spring 2012 (10.36) showing a major decline due to the reduction in course offerings due to

Other Locations (Includes the PSTC, Windsor, and other locations)

Consumer and Family Studies		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Consumer Issues		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Foods and Nutrition		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTEF	5.30	7.83	11.90	11.60	11.03	0.00	0.00	0.00	0.00
	FTEF	0.40	0.53	0.73	0.74	0.73	0.00	0.00	0.00	0.00
	Ratio	13.33	14.77	16.29	15.78	15.09	0.00	0.00	0.00	0.00

Interior Design		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

ALL Locations (Combined totals from ALL locations in the District)

Consumer and Family Studies		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTEF	0.00	0.17	0.37	0.07	0.10	0.03	0.00	0.47	0.00
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Consumer Issues		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Foods and Nutrition		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTEF	12.11	80.93	88.06	17.74	78.09	72.40	11.81	72.47	82.29
	FTEF	0.81	5.01	5.05	1.15	4.60	4.27	0.74	4.30	4.84
	Ratio	14.97	16.16	17.44	15.48	16.98	16.94	15.86	16.83	16.99

Interior Design		X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013
	FTEF	0.00	16.10	15.58	0.00	14.53	11.74	0.00	11.35	7.83
	FTEF	0.00	1.40	1.19	0.00	1.33	1.13	0.00	1.12	0.67
	Ratio	0.00	11.50	13.07	0.00	10.90	10.36	0.00	10.11	11.74

5.4 Curriculum Currency

CNIS: all courses currently taught in the program are current.

Course No.	Title	Term Effective	Current	Comments
FDNT 10	Elem Nutrition	Fall 2014	Yes	
FDNT 57	Child Nutrition	Spring 2011	Yes	
FDNT 60	Nutrition & Phy Fit	Spring 2011	Yes	
FDNT 62	Nutrition Issues	Spring 2012	Yes	
FDNT 63	Dimension of Nutrition	Fall 2010	Yes	
FDNT 70	Intr Nutrition Diet and Food	Fall 2014	Yes	
FDNT 75	Principles of Food	Fall 2014	Yes	
FDNT 162	Diet Therapy Healthcare	Spring 2009	Yes	To be reviewed S15

FDNT: All FDNT active courses are current in the review process. The table below outlines the status of all active courses.

INDE: all courses currently taught in the program are current.

5.5 Successful Program Completion

CNIS – No certificate or degree is offered in this area. The Department will be submitting a CFS Transfer Major to Curriculum in Fall 2014 and will include these courses.

FDNT Program– Offers 1 transfer major – Nutrition/Dietetics. This transfer major prepares students for a 4 year degree program in Dietetics or Food Science. Although we have had students from SRJC continuing on to major in Dietetics at four-year colleges these students have not applied for the SRJC major in Nutrition/Dietetics. The TMC for Nutrition and Dietetics has just been approved and the FDNT program will spend the next year (F14/S15) revising the Nutrition/Dietetics Major requirements at SRJC to reflect the TMC with the goal of increasing the number of students applying for the Nutrition/Dietetics major.

INDE Program– Offers 3 certificates and 3 majors.

2006-2007: 1 A.A. degree was awarded in the area of Interior Design: Retail Merchandising. Seven certificates were awarded in Interior Design: Retail Merchandising.

2007-2008 : 3 A.A. degrees were awarded in the area of Interior Design: Retail Merchandising. One certificate was awarded in the area of Interior Design: Retail Merchandising.

2008-2009 : 3 A.A. degrees were awarded in the area of Interior Design: Retail Merchandising. Nine certificates were awarded in Interior Design: Retail Merchandising. Two certificates were awarded in Interior Design: Residential.
 2009-2010: 1 A.A. degree was awarded in the area of Interior Design: Retail Merchandising. One certificate was awarded in Interior Design: Residential.
 2010-2011: Nine certificates were awarded in Interior Design: Retail Merchandising.
 2011-2012: 3 A.A. degrees were awarded in Interior Design: Residential. Two certificates were awarded in Interior Design: Retail and two certificates were awarded in Interior Design: Residential.

NOTE: With the budget cutbacks in course offerings the past 4 years, it has been difficult to offer the advance courses needed for students to complete their certificates or Associate of Arts Degrees. Interior design students often work and have families which limits the number of courses they can take in a semester. Many of these students take only 1-2 courses. In some cases, students can only take night classes because they work during the day. This does impact the number of completers for each year. It just takes students longer to complete their educational goals.

At this time there are about 8 students trying to complete their Interior Design: Commercial Certificate which is completion of 78 units total, (which is the third certificate in the program).

The Interior Design Program Coordinator has been working with some students close to completing their certificates by suggesting other courses in other disciplines that satisfy course objectives while our advance courses are not available.

5.6 Student Success

FDNT Program: Student success data shown in the table below indicates that overall the students in the FDNT program are comparable to students District-wide in terms of retention and course completion. The GPA of students in the FDNT program is higher than the District-wide student GPA.

FDNT: Student Success Data

5.6a Retention (%)

	S2013	F2013
FDNT Santa Rosa	78.2	80.1
FDNT Petaluma	77.7	74.6
FDNT All locations	78.0	78.8
District Average	77.3	76.3

5.6b Successful Course Completion (%)

	S2013	F2013
FDNT Santa Rosa	74.3	75.9
FDNT Petaluma	71.6	71.8

FDNT All locations	73.5	74.9
District Average	72.8	71.8

5.6c Grade Point Average

	S2013	F2013
FDNT Santa Rosa	2.87	2.83
FDNT Petaluma	2.77	2.75
FDNT All locations	2.84	2.81
District Average	2.63	2.62

INDE Program - The retention rate in the Interior Design courses is lower than the Districts' retention rate as shown below but it is still pretty close. Fall 2010 (68.1%), Spring 2011 (76.4%), Fall 2011 (80.8%). The retention rate is increasing which is good. Fall 2012 is (71.9%); Spring 2012 is (82.4%).

INDE Program - The Successful Rate of Completion is a bit lower than the Districts' rate as shown below but it is somewhat close and the recent semesters are showing a good increase for successful completers. Fall 2010 (63.8%), Spring 2011 (73.6%), Fall 2011 (80.0%). Spring 2012 (82.4%), Fall 2012 (71.9%), Spring 2013 (77.8%), Fall 2013 (79.5%) has shown a slight decline but is looking like the retention rate is improving. (Instructors may need to offer more encouragement to help students stay focused toward their goal and complete the semester. The economy has impacted some of the interior design students who have had to leave school during this past year to go to work. Also, this past year, there has been a large increase in students leaving during the semester because of illness and accidents that have occurred.

Course Completers:

There is a trend to increase and decrease completions from Fall 2010 (68.1%) to Fall 2013 (78.1%). Again, it is thought to be because of the cutbacks in course offerings and the general economy that have prevented students from completing course work as stated above.

Grade Point Average:

Students are maintaining a C+ to B- average over the years from Fall 2010 to Fall 2013.

Reference:

District retention rate from SRJC Fact Book 2010: F'9 = 76.0%; S'10 = 76.6%; X'09 = 83.4%
 District success rate from CCCC's office: F'10 = 70.58%; S'10 = 71.17%; X'10 = 79.32%

Santa Rosa Junior College - Program Unit Review

Consumer and Family Studies - FY 2012-13 (plus current FY Summer and Fall)

5.6a Retention The percentage of students receiving a grade of A,B,C,D,CR, or I in each Discipline (duplicated headcount).

Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Consumer and Family Studies	0.0%	100.0%	75.0%	100.0%	100.0%	100.0%	0.0%	87.5%	0.0%	100.0%	0.0%	
Consumer Issues	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Foods and Nutrition	96.3%	75.8%	75.3%	90.9%	73.1%	75.6%	79.8%	83.0%	78.2%	75.0%	80.1%	
Interior Design	0.0%	68.1%	76.4%	0.0%	80.8%	82.4%	0.0%	71.9%	77.8%	0.0%	79.5%	
ALL Disciplines	96.3%	74.5%	75.5%	91.3%	74.9%	76.7%	79.8%	81.5%	78.1%	75.2%	80.0%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Consumer and Family Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Consumer Issues	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Foods and Nutrition	75.0%	69.7%	79.6%	93.5%	80.5%	77.3%	87.9%	78.4%	77.7%	88.5%	74.6%	
Interior Design	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
ALL Disciplines	75.0%	69.7%	79.6%	93.5%	80.5%	77.3%	87.9%	78.4%	77.7%	88.5%	74.6%	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Consumer and Family Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Consumer Issues	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Foods and Nutrition	86.8%	81.8%	85.4%	78.7%	81.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Interior Design	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
ALL Disciplines	86.8%	81.8%	85.4%	78.7%	81.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Consumer and Family Studies	0.0%	100.0%	75.0%	100.0%	100.0%	100.0%	0.0%	87.5%	0.0%	100.0%	0.0%	
Consumer Issues	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Foods and Nutrition	85.3%	75.0%	78.0%	82.8%	76.2%	76.2%	81.9%	81.9%	78.0%	77.4%	78.8%	
Interior Design	0.0%	68.1%	76.4%	0.0%	80.8%	82.4%	0.0%	71.9%	77.8%	0.0%	79.5%	
ALL Disciplines	85.3%	74.2%	77.8%	82.9%	76.9%	76.9%	81.9%	80.9%	78.0%	77.6%	78.9%	

Consumer and Family Studies - FY 2012-13 (plus current FY Summer and Fall)

5.6b Successful Course Completion The percentage of students receiving a grade of A,B,C, or CR in each Discipline (duplicated headcount).

Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Consumer and Family Studies	0.0%	100.0%	75.0%	100.0%	100.0%	100.0%	0.0%	87.5%	0.0%	100.0%	0.0%	
Consumer Issues	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Foods and Nutrition	96.3%	69.7%	71.1%	86.4%	69.0%	68.7%	78.7%	77.9%	74.3%	70.8%	75.9%	
Interior Design	0.0%	63.8%	73.6%	0.0%	80.0%	71.4%	0.0%	71.9%	71.4%	0.0%	78.1%	
ALL Disciplines	96.3%	68.7%	71.5%	87.0%	71.5%	69.2%	78.7%	77.2%	74.0%	71.1%	76.1%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Consumer and Family Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Consumer Issues	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Foods and Nutrition	66.7%	65.4%	74.9%	90.3%	77.6%	73.7%	87.9%	71.6%	71.6%	84.6%	71.8%	
Interior Design	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
ALL Disciplines	66.7%	65.4%	74.9%	90.3%	77.6%	73.7%	87.9%	71.6%	71.6%	84.6%	71.8%	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Consumer and Family Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Consumer Issues	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Foods and Nutrition	84.9%	75.0%	83.8%	70.9%	78.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Interior Design	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
ALL Disciplines	84.9%	75.0%	83.8%	70.9%	78.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Consumer and Family Studies	0.0%	100.0%	75.0%	100.0%	100.0%	100.0%	0.0%	87.5%	0.0%	100.0%	0.0%	
Consumer Issues	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Foods and Nutrition	81.9%	69.3%	74.1%	76.1%	72.5%	70.4%	81.1%	76.4%	73.5%	73.3%	74.9%	
Interior Design	0.0%	63.8%	73.6%	0.0%	80.0%	71.4%	0.0%	71.9%	71.4%	0.0%	78.1%	
ALL Disciplines	81.9%	68.6%	74.0%	76.2%	73.6%	70.5%	81.1%	76.1%	73.3%	73.5%	75.2%	

Santa Rosa Junior College - Program Unit Review Consumer and Family Studies - FY 2012-13 (plus current FY Summer and Fall)

5.6c Grade Point Average The average GPA in each Discipline (UnitsTotal / GradePoints).

Santa Rosa Campus

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Consumer and Family Studies	0.00	4.00	4.00	4.00	4.00	4.00	0.00	2.71	0.00	4.00	0.00	
Consumer Issues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Foods and Nutrition	3.27	2.77	2.70	3.55	2.53	2.61	2.83	2.79	2.87	2.79	2.83	
Interior Design	0.00	2.61	2.89	0.00	3.13	2.83	0.00	3.01	2.94	0.00	3.09	
ALL Disciplines	3.27	2.75	2.74	3.56	2.67	2.65	2.83	2.82	2.88	2.80	2.86	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Consumer and Family Studies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Consumer Issues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Foods and Nutrition	2.83	2.63	3.01	3.31	3.01	2.87	3.48	2.71	2.77	3.08	2.75	
Interior Design	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
ALL Disciplines	2.83	2.63	3.01	3.31	3.01	2.87	3.48	2.71	2.77	3.08	2.75	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Consumer and Family Studies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Consumer Issues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Foods and Nutrition	2.86	3.03	3.00	2.82	2.82	0.00	0.00	0.00	0.00	0.00	0.00	
Interior Design	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
ALL Disciplines	2.86	3.03	3.00	2.82	2.82	0.00	0.00	0.00	0.00	0.00	0.00	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2010	F2010	S2011	X2011	F2011	S2012	X2012	F2012	S2013	X2013	F2013	S2014
Consumer and Family Studies	0.00	4.00	4.00	4.00	4.00	4.00	0.00	2.71	0.00	4.00	0.00	
Consumer Issues	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Foods and Nutrition	2.95	2.77	2.84	3.02	2.69	2.69	3.01	2.77	2.84	2.86	2.81	
Interior Design	0.00	2.61	2.89	0.00	3.13	2.83	0.00	3.01	2.94	0.00	3.09	
ALL Disciplines	2.95	2.75	2.85	3.02	2.76	2.71	3.01	2.80	2.85	2.86	2.83	

5.7 Student Access

FDNT Program:

Students served based on ethnicity and age data show that students in the FDNT program reflect similar demographics as the District. There is a higher percentage of female students in the FDNT program (69.1% Female; 26.95 Male) than the overall District gender distribution indicates (FACT Book 2013 Female = 53.4% ; Male = 44.7%). This difference has been consistent and may reflect the historic female dominance in the food and nutrition field which still exists today.

Interior Design Program: Scroll to the bottom of the data charts.

Santa Rosa Junior College - Program Unit Review

Consumer and Family Studies - FY 2012-13 (plus current FY Summer and Fall)

5.7a Students Served - by Ethnicity The number of students in each Discipline at first census broken down by ethnicity (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Consumer and Family Studies	Ethnicity	2010-11	Percent	2011-12	Percent	2012-13	Percent	2012-13	Percent
	White	4	80.0%	3	60.0%	2	25.0%		
	Asian	0	0.0%	0	0.0%	1	12.5%		
	Black	0	0.0%	0	0.0%	0	0.0%		
	Hispanic	0	0.0%	0	0.0%	4	50.0%		
	Native American	0	0.0%	0	0.0%	1	12.5%		
	Pacific Islander	0	0.0%	0	0.0%	0	0.0%		
	Filipino	0	0.0%	0	0.0%	0	0.0%		
	Other Non-White	0	0.0%	0	0.0%	0	0.0%		
	Decline to state	1	20.0%	2	40.0%	0	0.0%		
	ALL Ethnicities	5	100.0%	5	100.0%	8	100.0%		

Consumer Issues	Ethnicity	2010-11	Percent	2011-12	Percent	2012-13	Percent	2012-13	Percent
	White	0	0.0%	0	0.0%	0	0.0%		
	Asian	0	0.0%	0	0.0%	0	0.0%		
	Black	0	0.0%	0	0.0%	0	0.0%		
	Hispanic	0	0.0%	0	0.0%	0	0.0%		
	Native American	0	0.0%	0	0.0%	0	0.0%		
	Pacific Islander	0	0.0%	0	0.0%	0	0.0%		
	Filipino	0	0.0%	0	0.0%	0	0.0%		
	Other Non-White	0	0.0%	0	0.0%	0	0.0%		
	Decline to state	0	0.0%	0	0.0%	0	0.0%		
	ALL Ethnicities	0	100.0%	0	100.0%	0	100.0%		

Foods and Nutrition	Ethnicity	2010-11	Percent	2011-12	Percent	2012-13	Percent	2012-13	Percent
	White	901	58.9%	793	55.5%	829	55.9%		
	Asian	72	4.7%	67	4.7%	57	3.8%		
	Black	46	3.0%	44	3.1%	47	3.2%		
	Hispanic	215	14.1%	229	16.0%	245	16.5%		
	Native American	21	1.4%	12	0.8%	14	0.9%		
	Pacific Islander	8	0.5%	8	0.6%	5	0.3%		
	Filipino	21	1.4%	27	1.9%	18	1.2%		
	Other Non-White	0	0.0%	0	0.0%	0	0.0%		
	Decline to state	245	16.0%	248	17.4%	269	18.1%		
	ALL Ethnicities	1529	100.0%	1428	100.0%	1484	100.0%		

Interior Design	Ethnicity	2010-11	Percent	2011-12	Percent	2012-13	Percent	20
	White	125	68.7%	145	72.9%	81	62.3%	
	Asian	2	1.1%	1	0.5%	2	1.5%	
	Black	11	6.0%	9	4.5%	8	6.2%	
	Hispanic	14	7.7%	18	9.0%	21	16.2%	
	Native American	0	0.0%	0	0.0%	0	0.0%	
	Pacific Islander	2	1.1%	0	0.0%	4	3.1%	
	Filipino	0	0.0%	0	0.0%	0	0.0%	
	Other Non-White	0	0.0%	0	0.0%	0	0.0%	
	Decline to state	28	15.4%	26	13.1%	14	10.8%	
	ALL Ethnicities	182	100.0%	199	100.0%	130	100.0%	

Santa Rosa Junior College - Program Unit Review

Consumer and Family Studies - FY 2012-13 (plus current FY Summer and Fall)

5.7b Students Served - by Gender The number of students in each Discipline at first census broken down by gender (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Consumer and Family Studies	Gender	2010-11	Percent	2011-12	Percent	2012-13	Percent	2012-14
	Male	0	0.0%	0	0.0%	0	0.0%	0
	Female	5	100.0%	5	100.0%	8	100.0%	8
	Unknown	0	0.0%	0	0.0%	0	0.0%	0
	ALL Genders	5	100.0%	5	100.0%	8	100.0%	8

Consumer Issues	Gender	2010-11	Percent	2011-12	Percent	2012-13	Percent	2012-14
	Male	0	0.0%	0	0.0%	0	0.0%	0
	Female	0	0.0%	0	0.0%	0	0.0%	0
	Unknown	0	0.0%	0	0.0%	0	0.0%	0
	ALL Genders	0	100.0%	0	100.0%	0	100.0%	0

Foods and Nutrition	Gender	2010-11	Percent	2011-12	Percent	2012-13	Percent	2012-14
	Male	423	27.7%	409	28.6%	403	27.2%	403
	Female	1084	70.9%	1005	70.4%	1056	71.2%	1056
	Unknown	22	1.4%	14	1.0%	25	1.7%	25
	ALL Genders	1529	100.0%	1428	100.0%	1484	100.0%	1484

Interior Design	Gender	2010-11	Percent	2011-12	Percent	2012-13	Percent	2012-14
	Male	27	14.8%	32	16.1%	21	16.2%	21
	Female	155	85.2%	167	83.9%	108	83.1%	108
	Unknown	0	0.0%	0	0.0%	1	0.8%	1
	ALL Genders	182	100.0%	199	100.0%	130	100.0%	130

Santa Rosa Junior College - Program Unit Review

Consumer and Family Studies - FY 2012-13 (plus current FY Summer and Fall)

5.7c Students Served - by Age The number of students in each Discipline at first census broken down by age (duplicated headcount).

ALL Locations (Combined totals from ALL locations in the District)

Consumer and Family Studies	Age Range	2010-11	Percent	2011-12	Percent	2012-13	Percent	2012-14
	0 thru 18	0	0.0%	0	0.0%	0	0.0%	0
	19 and 20	2	40.0%	0	0.0%	0	0.0%	0
	21 thru 25	0	0.0%	1	25.0%	3	37.5%	3
	26 thru 30	0	0.0%	0	0.0%	1	12.5%	1
	31 thru 35	0	0.0%	1	25.0%	2	25.0%	2
	36 thru 40	1	20.0%	0	0.0%	0	0.0%	0
	41 thru 45	0	0.0%	0	0.0%	0	0.0%	0
	46 thru 50	0	0.0%	2	50.0%	2	25.0%	2
	51 thru 60	2	40.0%	0	0.0%	0	0.0%	0
	61 plus	0	0.0%	1	25.0%	0	0.0%	0
	ALL Ages	5	100.0%	4	100.0%	8	100.0%	8

Consumer Issues	Age Range	2010-11	Percent	2011-12	Percent	2012-13	Percent	2012-14
	0 thru 18	0	0.0%	0	0.0%	0	0.0%	0

	19 and 20	0	0.0%	0	0.0%	0	0.0%	
	21 thru 25	0	0.0%	0	0.0%	0	0.0%	
	26 thru 30	0	0.0%	0	0.0%	0	0.0%	
	31 thru 35	0	0.0%	0	0.0%	0	0.0%	
	36 thru 40	0	0.0%	0	0.0%	0	0.0%	
	41 thru 45	0	0.0%	0	0.0%	0	0.0%	
	46 thru 50	0	0.0%	0	0.0%	0	0.0%	
	51 thru 60	0	0.0%	0	0.0%	0	0.0%	
	61 plus	0	0.0%	0	0.0%	0	0.0%	
	ALL Ages	0	100.0%	0	100.0%	0	100.0%	

Foods and Nutrition	Age Range	2010-11	Percent	2011-12	Percent	2012-13	Percent	20
	0 thru 18	194	12.7%	203	14.3%	168	11.4%	
	19 and 20	443	29.0%	355	25.0%	440	29.8%	
	21 thru 25	412	27.0%	417	29.3%	398	27.0%	
	26 thru 30	177	11.6%	169	11.9%	196	13.3%	
	31 thru 35	110	7.2%	118	8.3%	96	6.5%	
	36 thru 40	65	4.3%	65	4.6%	62	4.2%	
	41 thru 45	48	3.1%	37	2.6%	46	3.1%	
	46 thru 50	44	2.9%	33	2.3%	42	2.8%	
	51 thru 60	32	2.1%	25	1.8%	28	1.9%	
	61 plus	4	0.3%	6	0.4%	8	0.5%	
	ALL Ages	1525	100.0%	1422	100.0%	1476	100.0%	

Interior Design	Age Range	2010-11	Percent	2011-12	Percent	2012-13	Percent	20
	0 thru 18	16	8.9%	9	4.7%	13	10.2%	
	19 and 20	35	19.6%	26	13.5%	21	16.5%	
	21 thru 25	42	23.5%	48	25.0%	25	19.7%	
	26 thru 30	11	6.1%	24	12.5%	30	23.6%	
	31 thru 35	17	9.5%	14	7.3%	10	7.9%	
	36 thru 40	17	9.5%	10	5.2%	7	5.5%	
	41 thru 45	12	6.7%	12	6.3%	3	2.4%	
	46 thru 50	12	6.7%	28	14.6%	9	7.1%	
	51 thru 60	17	9.5%	21	10.9%	9	7.1%	
	61 plus	3	1.7%	7	3.6%	3	2.4%	
	ALL Ages	179	100.0%	192	100.0%	127	100.0%	

The Interior Design Program shows a wide range of ages taking courses. In 2010-2011, over 50 % of the students are the age of 21-35. However, almost 30% of the students are 46-61+ taking the courses. Many of the students are changing careers that are part of the age 46-61+ range.

In 2011-12 there was a major reduction in 0-18 years and an increase in 26-30 taking interior design classes. In 2012-2013 there is an increase in 0-18 years and a major increase in 26-30. . There are major decreases in the ages from 41-60 compared to the previous year.

5.8 Curriculum Offered Within Reasonable Time Frame

FDNT Program:

All of the courses in the FDNT program that are required for degree programs or certificates are offered at least once each academic year, most are offered every semester. Specialty FDNT courses that are not required by degree programs or certificates have not been offered in the past several years based on the scheduling criteria from Academic Affairs.

Consumer Family Studies Department

Interior Design Certificate

Proposed 3-year Schedule of Certificate Courses

2011-2014

This list represents the proposed schedule of certificate courses in the Interior Design program for the next few semesters. Some variations to this schedule may occur.

Fall Semester 2011

FASH 8:	Introduction to Textiles (I)
INDE 20:	Introduction to Interior Design (I)
INDE 50:	Basic Drafting for Interior Design (I)
INDE 63:	Interior Products, Materials & Lighting (I)

Spring Semester 2012

INDE 20:	Introduction to Interior Design (I)
INDE 50:	Basic Drafting for Interior Design (I)
INDE 63:	Interior Products, Materials, & Lighting (I)
INDE 64.1:	Professional Practices for Interior Design (I)
INDE 114:	Business Management for Interior Design (I)

INDE 130:	History of Furniture (II)
INDE124:	Lighting Design (III)
IN DE 71	Introduction to Sustainable/Green Design

INDE 122:	Kitchen & Bath Design (III)
INDE 185:	Practices in Interior Design and Internship (III) (not offered)
INDE 128:	Barrier Free Concepts in Interior Design (II)

Fall Semester 2012

FASH 8:	Introduction to Textiles (I)
INDE 20:	Introduction to Interior Design (I)
INDE 50:	Basic Drafting for Interior Design (I)
INDE 63:	Interior Products, Materials & Lighting (I)

Spring Semester 2013

INDE 20:	Introduction to Interior Design (I)
INDE 50:	Basic Drafting for Interior Design (I)
INDE 63:	Interior Products, Materials, & Lighting (I)
INDE 64.1:	Professional Practices for Interior Design (I)
INDE 114:	Business Management for Interior Design (I)

INDE 52:	Interior Environment & Space Planning (II)
INDE 135	Working Drawings for Interior Design (III) (not offered)
INDE 140	Portfolios

INDE 132:	Furniture & Product Design (III)
INDE 67	Interior Illustrations and Rendering (II) (not offered)

Consumer Family Studies Department

Interior Design Certificate

Proposed 3-year Schedule of Certificate

Fall Semester 2013		Spring Semester 2014	
FASH 8:	Introduction to Textiles (I)	INDE 20:	Introduction to Interior Design (I)
INDE 20:	Introduction to Interior Design (I)	INDE 50:	Interior Design Studio I (I)
INDE 50:	Basic Drafting for Interior Design (I)	INDE 63:	Interior Products, Materials, & Lighting (I)
INDE 63:	Interior Products, Materials & Lighting (I)	INDE 64.1:	Professional Practices for Interior Design (I)
		INDE 114:	Business Management for Interior Design (I)
<hr/>			
INDE 138:	International Practices of Interior Design (III) (not offered)	INDE 131:	History of Furniture II (III)
INDE 151:	Interior Design Project Management (III) (not offered)	INDE 86:	Commercial Design (III)
INDE 136	Interior Design Studio (III) (not offered)	IN DE 140	Portfolios (II)
IN DE 67	Interior Illustrations and Rendering (II)		
<hr/>			

5.9a Curriculum Responsiveness

FDNT Program:

- How does the program/unit curriculum respond to changing student, community, and employer needs? **The nutrition curriculum is constantly updated to reflect current research findings and medical recommendations. Specific courses such as FDNT 10 and FDNT 61 incorporate current topics in nutrition the address the needs of students today.**
- Has your program/unit fully complied with the State requirement that every general education course that transfers to a CSU or UC campus must include objectives (content) related to gender, global perspectives, and American cultural diversity? If not, describe the plan to bring the curriculum into compliance. **The curriculum of FDNT 10 Elementary Nutrition includes discussion of nutritional needs based on gender and age, as well as, discussion of global nutrition issues including nutritional deficiencies and malnutrition. Cultural diversity is addressed both in terms of food beliefs & customs, as well as, how chronic disease risk affected by ethnicity.**
- How does the curriculum support the needs of other programs, certificates, or majors? **The FDNT program courses are required by programs in the Health Sciences department, accounting for approximately 1/3 of the enrollment in the FDNT courses. The FDNT program works with faculty in Health Sciences to ensure that both curriculum and scheduling needs are compatible for the Health Science students. FDNT courses are also part of the Health,**

Fitness & Nutrition Major offered by the Kinesiology, Athletic and Dance Department which is based on the Petaluma campus. FDNT ensures that students in that program can take all FDNT requirements at either campus locations.

Interior Design: Offer recommendations and describe plans for new directions in the curriculum.

Interior Design Advisory Committee meetings, usually have seven to nine members present who represent business. One additional member is an interior designer but is also an adjunct faculty member for SRJC.

Diversity of Advisory Committee Membership:

The Interior Design Advisory Committee is made up of business people representing retail, residential, and commercial areas of interior design. There are 8 members representing independent interior designers, 3 representing commercial design businesses, 1 representing wholesale sales, 1 representing kitchen design, 1 recently retired independent interior designer. During 2010-2011, the Program Coordinator was able to add three new members from two local lighting design firms, and two new members from a local flooring company representing window coverings and floorings.

The Program Coordinator has been trying to bring new members to the committee from other types of business, such as hardware stores (Home Depot, Lowe's) for example. Letters have been mailed to 4-7 new businesses each year requesting participation on the Advisory Committee. It has been difficult to find new people willing to serve. The state of the economy right now may be directly related to this lack of response. The Program Coordinator will continue to contact people to try to expand the committee.

Review of Interior Design Curriculum:

At the Spring 2009 Interior Design Advisory Meeting, members present were given the task of checking the course outline of record to review the relevancy of the Student Learning Outcomes, Objectives, Topic and Scope and Assignments. Each member was given several courses and asked to respond back to the Program Coordinator by June. The Program Coordinator reviewed the information and recommendations from the committee members and has been incorporating these recommendations where appropriate in revising the courses during the Quadrennial Review process.

The Quadrennial Review process is now complete. All interior design courses have been reviewed, updated and given Student Learning Outcomes. All of the Interior Design courses have approved Student Learning Outcomes.

The Interior Design Advisory Committee members, interior design faculty and Program Coordinator, and the Dean have been working on a major revision to the three level Interior Design Certificate Program to reduce the overall units required for completion of the three certificates. A new proposed certificate plan and degree program has been developed and approved by the Advisory Committee. The Interior Design Program Coordinator will be submitting the new proposed certificates and AA Degree plan to the 3.6 Policy committee in Fall 2014. **The Interior Design Program will be participating in the 3.6 Policy of Program Review, Evaluation, Revitalization, and Discontinuance during the 2014-2015 academic year.**

The Dean will need to present this revision to the Area Deans in Spring 2015 and then after approval, the Dean and the Interior Design Program Coordinator will need to submit the revision to the Chancellor's Office in Spring 2015 for approval. As part of the new Proposed Interior Design revised certificate and degree program, the seven Sustainable/Green courses that were developed under the CTEA Grant 2009-2010 will be incorporated into the revision and will replace some of the existing courses. The new certificate program will be

lower in the total number of units than now exists and that should help students to complete their education goals and plan in a more timely manner.

5.9b Alignment with High Schools (Tech-Prep ONLY)

Consumer Issues - No courses offered at the high school level. Students from high school could benefit from courses like Life Management and Money Management.

Food and Nutrition - No courses offered at the high school level.

Interior Design - No courses offered at the high school level.

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

The four year university and state college systems dictate what will be accepted or not from the community college program. No one at the State in the Community College system seems to challenge what the four year dictates!

INDE Program:

SRJC has a transfer agreement with San Francisco State College regarding students in Interior Design. A student completing our INDE 50 Basic Drafting for Interior Design (3 units) and INDE 67 Interior Illustrations and Rendering (3 units) will be able to transfer into the Advanced Drafting course at SF State. The Program Coordinator is beginning the process of articulation with the state colleges now that Quadrennial Review process is completed.

FDNT Program:

The transfer model curriculum in Nutrition & Dietetics was approved in June, 2014. The FDNT program plans to revise the Nutrition & Dietetics major currently offered to reflect the requirements of the TMC. Currently, SRJC has obtained articulation agreements with various CSU's, including SFSU, Chico State, Fresno State. and Sacramento State as follows:

FDNT 70: Intro to the Profession

FDNT 10: Elementary Nutrition

FDNT 75: Principles of Foods

Both FDNT 10 and FDNT 75 have been accepted by the CSU's Lower Division Transfer Program (LDTP).

Consumer Issues Program:

The CFS Department Chair is planning to develop a CFS Transfer Program. It is anticipated that this proposal will be ready to send to the Curriculum Committee by the end of Fall 2014.

5.11a Labor Market Demand (Occupational Programs ONLY)

For Interior Design:

The Bureau of Labor Statistics anticipates the field of interior design increasing 19% from 2008-2018, faster than average for all occupations. This is due to the growing populations of home improvement television programs and the demand for home remodeling, redesigning and redecorating. In addition to the specialized business opportunities, such as sustainable, green design and barrier free (universal design) designing growth will increase dramatically in these areas.

According to the 2010-2011 Edition of the Occupational Outlook Handbook: interior designers now must be able to read blueprints, understand building and fire codes, and know how to make space accessible to people who are disabled. Designers frequently collaborate with architects, electricians, and building contractors to ensure that designs are safe and meet construction requirements.

According to the 9 county Bay Area Occupational Employment Projections, there will be 400 Interior Design related jobs 2006-2016.

Postsecondary education is necessary for entry-level positions in interior design.

Employment is expected to grow faster than average; however, keen competition for jobs is expected.

Demand for interior design services from the healthcare industry is expected to be high because of an anticipated increase in demand for facilities that will accommodate the aging population. Designers will be needed to make facilities comfortable and homelike for patients. There will be a demand in the hospitality industry for hotels, resorts, and restaurant where good design work helps to attract more business.

Some designers will specialize and create a niche in the competitive market. The demand for kitchen and bath design is growing in response to the growing demand for home remodeling. Designs using the latest technology like home offices, home theaters, state-of-the-art conference facilities, and security systems are expected to grow. Demand for home spas and exercise rooms, indoor gardens, and outdoor living space is increasing.

Extensive knowledge of ergonomics and green design are expected to be in demand. Ergonomics because of the growth of the elderly population and workplace safety requirements; the public's growing awareness of environmental quality and the growing number of individuals with allergies and asthma are expected to increase the demand for universal design and sustainable/green design. In addition, cities, counties, and state requirements are now demanding to comply with sustainable/green design. Implementation of CALGreen as of January 1, 2011 requires everyone to comply with the latest laws.

San Francisco State, San Jose State, Sacramento State, UC Davis provide degrees in Interior Design.

College of Marin had only two courses in Interior Design but have eliminated them this past year. They have a strong architecture program however. Mendocino College does not have interior design. Solano Community College has reduced their Interior Design Program as of Fall 2012. Private schools for interior design include Academy of Art and FDIM and are much more expensive to attend than the community colleges.

5.11b Academic Standards

The following programs, Consumer Issues, Food and Nutrition, and Interior Design all have assignments and readings that challenge the individual student. When course outlines are being reviewed they are always sent out to all instructors who have taught the course or are currently teaching the course. This process ensures feedback on any new academic areas that should be incorporated, as well as, an overall evaluation of current curriculum areas.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date

6.2a Program/Unit Conclusions

Location	Focus Areas & Questions
ALL	The CFS department will have 2 contract faculty retiring this academic year (Spring 2015) which will significantly affect the effectiveness of major program areas. Thus it is critical that the department establish the needs of each program with in the department and develop strategies for how to ensure that the CFS department remains vital to the District mission and goals.
Santa Rosa	<p>Plans for expansion.</p> <p>We need to discuss the future of Garcia Hall now that the Culinary Arts Program has moved to their new building December 2011. How can Garcia Hall best meet CFS needs of the various diverse programs? The Administration has decided that all foods courses will be taught in the new Culinary Arts Building. Garcia Hall will not have a kitchen. Discussion must occur with the CFS/FloristryFaculty and the Deans and the Administration to determine the best way to use Room 835, 855, and 875 to meet the needs of the CFS Programs before other disciplines move into this building to teach courses.</p>
Santa Rosa	<p>New courses and certificates.</p> <p>How do we offer existing courses in the Interior Design program so students can complete their certificate programs in a timely manner? How do we incorporate the newly written Sustainable/Green Design courses (written under the CTEA 2009-2010 Grant) into the existing interior design program of study or do we develop a fourth certificate for Sustainable/Green Design?</p> <p>The current three level Interior Design Certificates are under review for major revisions to develop a new structure on what the interior design requirements will be. A proposed new listing of courses has been developed over the last two years with the help of the faculty and INDE Advisory Committee members. Fall 2014 is the time for submitting the new proposed certificate to 3.6 Policy of Program Review, Evaluation, Revitalization and discontinuance. After approval the Dean will submit to the Area Deans and the Curriculum Committee for approval. Then the proposed program must be sent off to the Chancellor's Office for approval.</p>
Santa Rosa	A new CFS Transfer Major Program to incorporate Consumer Issues courses (Life Management and Money Management) into a viable transfer for students interested in Consumer Family Studies as a major. A proposed new CFS Major has been developed and has received approval from all of the CFS's Program Advisory Committees to move forward. The proposed CFS Major will be submitted to the Curriculum Committee in Fall 2014 and to the Area Deans Spring 2015. Then the CFS Major will be submitted to the Chancellor's Office Spring 2015 for approval.
Petaluma	Student success, student retention and overall productivity of FDNT sections at the Petaluma campus are lower than those at the Santa Rosa campus. One major factors affecting this is the lack of contract faculty at Petaluma to oversee and support adjunct faculty. If the Petaluma campus is to grow and the Health, Fitness and Nutrition certificate based in Petaluma continues to increase numbers of students it attracts it will be critical to have a contract faculty at Petaluma in the future.
Santa Rosa	The FDNT program on the Santa Rosa campus has data (e.g. student success, student retention and productivity) that are at or above District goals. The ability of FDNT faculty at the Santa Rosa campus to achieve these high standards is based on the 3 contract faculty that currently teach the majority of courses at the SR campus. One of these contract faculty will be retiring in March 2015 and this will significantly impact the FDNT program's ability to maintain the number of courses it currently offers in SR at the current standards. It is critical that the FDNT program work to acquire a replacement for the retiring contract faculty in order to maintain its current high academic standards and student success.

6.2b PRPP Editor Feedback - Optional

As with other BPS Departments, Supervising Administartor commentary included in the BPS, Dean II PRPP.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	08	07	Develop a viable and sustainable plan for the future of the CFS department to ensure it remains a vital part of the District.	<ol style="list-style-type: none"> 1. Work with faculty to determine the goals of the CFS programs that reflect the needs of the current environment. 2. Hire replacement faculty for the two retiring CFS full time faculty that meet the goals of the CFS department. 	Academic Year 2014-2015	Faculty staff funding.
0002	ALL	01	06	Revise the Nutrition and Dietetic Major	<ol style="list-style-type: none"> 1. Assess the changes needed in the current Nutrition and Dietetic major to achieve alignment with the Transfer Model Curriculum. 2. Submit and have approved a new Nutrition and Dietetic major. 	Academic year 2014-2015	Faculty time
0003	Santa Rosa	01	01	Develop a DVD for advertising and promoting the Interior Design Program to the local high schools in the city and county.	<p>Identify faculty and/or independent contractor to help with the development of a plan for the Interior Design DVD.</p> <p>Write a CTEA Grant 2015-2016 to provide the resources for development of the DVD.</p>	2014-2016	Adjunct and/or independent contractor's time and compensation for their work is needed. Possibly access a CTEA 2015-2016 Grant to provide the support needed to develop this DVD.