

PROGRAM REVIEW Fall 2019

Program: Interior Design

Division: Arts and Humanities

Date: 10/21/2019

Writer(s): Jill Hornbeck

SLO/SAO Point-Person: Jill Hornbeck

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

- A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

Interior Design

The Interior Design program teaches design courses for those community members to learn basic skills as well as the continuous student to meet the requirements for a certificate. The program also offers an associate degree for students to transfer to UC and State colleges and readies them for advanced, upper division classes. Design students learn practical skills to perform as a designer for a firm as well as open their own Interior Design business. We also teach courses to perfect specialization of Kitchen and Bath as well as Computer Aided Design. Our students elect to do internships through Work Based Learning and often land careers with the companies they work with. Our close knit design community fosters peer learning as well as alumni who serve on our Advisory Committee. The Interior Design program articulates with the local high school furthering promotion of high school students to continue to Las Positas College.

- B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.**

IR Data packets are available here: <https://bit.ly/2IYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Interior design has as strong community outreach in our number of internship opportunities. Our students are placed in partnerships within firms through the Work Based Learning website. In addition, our local high schools articulate an introduction class. Our course offers have increased due to the number of enrollments. Students are able to get certificate quicker this way. The Interior design program saw one part time instructor of 19 years retire and was able to hire a new part time instructor this fall. This summer, Interior Design was able to collaborate with Horticulture to offer a cross listing of the CAD class so that both programs benefit from the class. Interior Design courses are offered to current designer in the field who are looking to learn the latest computer design programs or brush up on specialization of space planning. Each semester, Interior Design puts to use technology by offering the CAD program in the local computer lab in addition to the classroom.

Interior Design has seen a steady success in enrollments over the last 6 years. However, last year saw our maximum enrollments jump up over our 72% target to 85%. Over those 6 years, 120 enrollments has been our minimum but last year we had over 160 enrollments. This fall semester, we have seen an increase of students enrolled in our 3 courses. Our student equity represents over 90% women as well as the over 50 year old students represents the most at 30%. In terms of ethnicity, the population of students that are white is at 38%, but Latino and Asian each represents 22% each, meaning have more non-white students in our program.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
X	Course Offerings		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy	X	Student Equity
	External Factors		Learning Support	X	Professional Development	X	Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

From the Bureau of Labor Statistics:

Nationally

Job Outlook:

Employment of interior designers is projected to grow 4 percent from 2018 to 2028, about as fast as the average for all occupations. Designers will be needed to respond to consumer expectations that the interiors of structures meet certain conditions, such as being environmentally friendly and easily accessible.

Job Prospects:

Job prospects should be best in high-income areas, because wealthy clients are more likely than others to engage in remodeling and renovating their spaces. Keeping up to date with the newest design tools, such as three-dimensional computer-aided design (CAD) software, also will improve job prospects.

State/Region:

California is one of the highest employment states as well the highest concentration of jobs and location quotients in this occupation. Interior designers in California have one the highest means of income, \$60,000 to \$80,000. In fact, the bay area has 2,060 designers which equates to .85 employment per thousands. This ends up being a 2.16 quotient by location. The hourly mean wage is \$32.92 creating an annual mean wage of \$68,470.

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X	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy	Student Equity
X	External Factors		Learning Support	X	Professional Development	Technology Use

D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

Overall, we have had an increase of enrollment. Thus, we have had an increase of course sections allowing students to finish the program quickly. In fact, one student was able to receive her certificate after 3 semesters here. One of our short term goals was being able to offer 4 classes per semester. We accomplished this every other semester, so a 50% completion for that goal. The positive impact for students is to graduate with a certificate or AS degree in a timely manner. 50% of our students are middle range part-time meaning, they are taking 6 to 11.5 units.

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X	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	Student Equity
	External Factors		Learning Support		Professional Development	Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

We had hope to keep with 4 courses a semester, but lacked the ability to do it every semester. We didn't achieve this completely. We also had a goal to have our own design space with a dedicated computer lab as well as drafting tables. This is in the planning stages for the next building and we did submit a preliminary plan for the space.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development	X	Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

We are challenged by not having a full time instructor who can take the program to the next level. The program needs a spokesperson to advocate for high school students to continue their education at LPC. Our obstacle is being able to create the position due to the steady enrollment and the small program that yields a great number of completions. Our Work Based Learning degree is essential to employing students changing careers. Some of our students are state The inability to provide continuous classes for students to finish their program timely to be able to get out and work.

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X	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations	X	SLO/SAO Process
X	Curriculum Committee Items	X	Human Resources		Pedagogy	X	Student Equity
	External Factors		Learning Support	X	Professional Development	X	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

Our short term plan is to request for a full time instructor for Interior Design. This is important because it would allow for more outreach, more class offerings and continue to increase enrollment of courses. We have been going along with 2 part time instructors for 18 years and can't advance to the next program level without full involvement. Our program has the potential to be a community based program that would offer local community members to obtain design services from our students. However, without a full time faculty to oversee this opportunity, we cannot take our services to the public. These services offered with bond the college to the community by allowing students to practice locally and learn in real life client situations. This further shows the community the education and accomplishments of our college students. With a full time faculty, we fore see adding 3 new classes with new curriculum. This would also increase the services to the students that have already graduated by bringing them back for professional development courses. We would also like to collaborate with the graphics department to offer classes that are cross referenced for web design and photoshop.

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H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Our long term planning encompasses a new space for interior design. We have begun the planning stages of denoting square footage in a new building. We plan to have 2 classroom spaces, one that would be for drafting and space planning with tables that would allow that. Our second classroom would be a space that would for computers as well as lecture space. Between the 2 rooms would house storage of fabrics and sample materials for design students to utilize for design boards. This space would enable our students to offer more design services to the community as well as our program housing our own space for additional design classes. We can also hire an intern to be able to keep our design library updated and organized.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
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Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?
 yes no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only):
SLO or SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:

Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

SLO/SAO are updated and current.

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects
<ul style="list-style-type: none"> • Ensuring eligible students receive financial aid, if desired • Removing barriers that hinder students from moving toward their goals • Offering additional information and support about educational pathways • Offering academic support that increases English/math completion in the first year • Enhancing career readiness through coursework • Increasing completion of degrees and certificates • Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?

- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

Our goal was to enhance career readiness through coursework. 50% of our students are in our program for occupational certificates or for job training. In 2014, this was only 37% of our students. Also, our students in our program, 45% of them already have a 4-year degree, but in 2014, this was only 18%. We have provided students with an opportunity and courses to allow them to return to school to learn a new career or to strengthen their current career. We have done this with internships as well as making our courses practical to the design profession through our advisory meetings. We are working instructors who have not only have real world design experience but turn this to the students to engage them in projects that mimic their later design career. We think that our model of useful teachings can be used in other areas of the college, by looking to what each major should be teaching that their career uses either daily or week in their job.

F2.

Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

We think the current strategy of placing students in work-based learning environments are also our future strategies. We believe that a student should do work in a career, then see how the classroom is a tool to learn that occupation and use it. Students easily identify with classroom structures that they see in the workplace; teamwork, modeling projects, and education that they both get in a classroom and from a job.

G.

Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)

Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

Our students are diverse in a population that works during the day and exchange their time with classes to better adapt to a new career at night. Our African American population in our degree is only about 10%. And again, our program sees over 90% female, so not having those numbers broken down, we can assume that they are mostly female African Americans. We have 38% white and again 90% are female and we can assume again, that these students are our majority.

In terms of return, we see only 13% as first-time college students. However, we don't know how many are first generation college students.

Our statistics for AS or certificate is very high. 49% are applying for a certificate while only 9% are completing a AS degree.

Transfer students only make up 26% of our students and this we feel is strongly due to the Bay Area's strong competition to attend a 4-year college straight from high school.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

We feel that our equity challenge lies in being able to promote to the local high schools because of lack of full-time faculty. This person could advocate to do career days at the high school, as we already have an articulated class at both Livermore high schools. This would enable students that don't know about our program, lack transportation options, family support to seek our program without leaving the high school.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

**Section Three: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

Our last revision for all of our courses was 2017 and our next required revision happens in 2022.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

None for course material, but we do need to standardized language in our SLO's. We have a meeting next week to do this.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

Nothing is being added at this time.

Section Four: CTE Updates (CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

The current labor market shows a increase of jobs for 2019 with our industry being 77% above national average. The hourly earnings for a designer is also \$5.00 over the median national earnings. These figures show that designers are in middle of the median earnings across the country at \$29.18/hr. Regionally, jobs for designers have remained the same but California has seen a 3% increase of jobs in this field with a 5.4% increase nationally. Interior design job postings averaged 265 per month with a hire of 96 designers a month. This shows that 1 person is hired per 3 job postings. Of those hired, 59% are female and age range from 25 to 54 years old. Which also correlates to our age range of students in our program. 60% of those hired are white, which reflects that 40% are non-white. Our program is more non-white than those hired.

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

Our next advisory meeting is in a few weeks as we meet twice a year with about 20 members.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review? If not, what program improvements may be made to increase this metric?

In terms of completions, we do not meet state or regional levels. We believe adding additional classes every semester will help those complete the 10 courses faster. As of now, we only offer 3 consistently per semester, such that completion won't occur but every 2 years. Our students are often working full time during the day, such they can only take 1 to 2 classes per semester. Completion would be every 3 years. Our program meets course enrollments at the Microregion level being that LPC is at 145. This data shows the same for transfer students just meeting at the microregion level. We suggest adding more marketing to the local high schools to capture that age range. Since many of our students are over 30, most are not transferring. As for increasing enrollments, we feel that with marketing our program and overall college to the community through community education classes and community driven Interior Design projects, this will help with enrollments.

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

As of now, there is no data currently in the metrics to compare.

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

Our program exceeds both fiscal quarters for employment rates at the state median level at the rate of 72%. State median ranges between 61% - 63% currently.

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

Our program surpasses the state median of 50% of change in earnings. LPC's program is currently at 54%. Interior Design almost meets the earnings of the microregion (\$6,892) at \$6,602 after exiting. By increasing the work-based internships that students have access to and requiring participation, we believe that this will increase. Students will graduate with more job experience thus putting them into a higher earning range. Students from our program earn a 63% attained living wage which meets Microregion numbers as well as Macroregion. We surpass the state median range and are only under 3% of being the top in state.