

IntdPROGRAM REVIEW UPDATE 2015-2016

Program: Interior Design

Division: Arts, Letters, and Social Sciences

Date: January 7, 2016

Writer(s): Jill Hornbeck/Veronica Fenchel

SLO/SAO Point-Person:

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

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."
 - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

Our class offerings have gone down in the past year although the number of students has increased, but it has limited the number of students to obtain certificate by half in the last 2 years. The number of our students who complete our certificate program is in the top 12% of all the certificates handed out at LPC. We are number 5 out of 59 certificate programs. Our numbers have declined with students not being able to get enough classes in 2 – 3 years to complete or with a required class that hasn't been able to be taken.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

Our objectives have continued to remain constant with increasing enrollment and class offerings, so students can continue through our program in less than 2 years. Currently, students are subjective to more than 3 years, sometimes up to 4 years for completion of our certificate program.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

Our degree program is smaller than our certificate program, however, the number of our degrees completed are in the top 20% of all the degrees at LPC. We are number 14 out of 75 total degrees at LPC. We need to maintain our students through the degree process by offering more classes per semester. In addition, we had an influx of students coming through our Introductory class this past Fall 2015 semester which resulted in 35 students, our max!

D. What are your most important plans (either new or continuing) for next year?

We plan to change our program to reduce the number of units from 32 to 30 in order to obtain more certificates. Along with that, we plan to swap an elective class with a required class. We also are writing in a new class to our program that targets not just past students but local designers who have been looking for this class to be taught somewhere other than on the job work experience.

E. Do plans listed under question (D) connect to this year’s planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2015-16

- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

No

F. Instructional programs: Did your program meet its program-set standard for successful course completion? yes no

(This data can be found here: <http://goo.gl/y9ZBmt>)

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

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

With our current certificate, we have had a limited offering of a class that is in another department but is part of our required class list. We plan to make a change to our program to help our students not to have to take that class that has been slowing down the number of certificates awarded. This will not impact the quality of education or the lack of skills a certificated student will have.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

In most of our courses, we 100% meet our SLO. Like stated before the students are doing and completing the work with 80% of all SLO met. Our downfall, like any other program is attendance, lack of effort or time and overall just not completing the course within the last 3 weeks before finals.

- B. Discuss assessment results that indicate a need for improvement.**

We think the assessment results mostly indicate a need for improvement in attendance of classes and overall time relating to be able to finish the projects or the course itself. Our students are challenged with lack of time as they are night students that work full time and manage families as well. Our improvement is to take 2 units away from our program certificate without downgrading our education of Interior Design Program.

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

B above

- D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

See B above.

- E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (Respond to this question if your program has distance education courses.)**

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (Respond to this question if your program provides services online.)

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES NO

If yes, please explain.

Not based on assessments, but industry need, we are creating a new class to be added the later part of 16-17. The new class is being created currently to teach a widely computer program that is in high demand in the industry. We have costs for the program.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year).*)

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

Updating and changing assessments, but number of units will remain the same to be competitive with other colleges and degrees.

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES NO

If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	One new course
Estimated number of SAOs that will be written or revised:	None

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

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- b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	Veronica Fenchel (1 new class)
Spring 2016	