Los Angeles Mission College
Institutional Effectiveness
UNIT ASSESSMENT

ACADEMIC DISCIPLINES AND PROGRAMS

Unit: INTERIOR DESIGN

Name of person(s) completing this form: [Signature]

Extension: 

Date submitted: 03-22-02

Instructions: Following you will find the college goals that the INTERIOR DESIGN discipline/program advance. Under each goal are listed objectives that support it and success indicators that measure the discipline/program’s effectiveness in achieving the objectives. Data that indicates the relative effectiveness of the discipline/program is supplied by the LAMC Office of Institutional Research in a separate data packet attached to this form. (Note: Data have not yet been developed for some success indicators.) Carefully review all data to analyze the effectiveness of the discipline/program. At the end of this form is a section that asks the discipline/program to analyze its own effectiveness and to create a plan for improvement if indicated by the analysis.

COLLEGE GOAL:

1. Educational programs and services will be developed, evaluated, and improved to ensure student access, learning and success while maintaining appropriate academic standards.

Unit objective #1 supporting goal #1:

The INTERIOR DESIGN discipline/program will ensure student learning by providing access to basic skills, general education and transfer, and degree applicable courses that are scheduled appropriately and in sufficient numbers to meet the needs of Mission College students. [WASC]

Success indicators for objective #1:

1. INTERIOR DESIGN courses are scheduled appropriately and in sufficient numbers that students will have the opportunity to earn the degree in three years. [WASC]

2. If applicable, INTERIOR DESIGN basic skills courses are scheduled appropriately and in sufficient numbers that students will have the opportunity to progress through the basic skills sequence in a reasonable period of time.

3. INTERIOR DESIGN courses are scheduled appropriately and in sufficient numbers that students will have the opportunity to complete the GE and transfer requirements in a reasonable period of time.
4. Students will report satisfaction with the availability and scheduling of all INTERIOR DESIGN courses.

Unit objective #2 supporting college goal 1: The INTERIOR DESIGN discipline/program will maintain academic standards in student learning outcomes.

Success indicators for objective #2:

1. The majority of students in INTERIOR DESIGN courses demonstrate successful accomplishment of stated learning outcomes. [WASC]

2. The majority of INTERIOR DESIGN majors demonstrate successful accomplishment of stated learning outcomes for the discipline/program.

3. Students who complete courses in the INTERIOR DESIGN discipline/program as part of the GE requirement will demonstrate appropriate competencies as designated in the college GE learning outcomes policy. [WASC]

4. No significant difference will be revealed between the competencies of INTERIOR DESIGN students whether they complete courses on campus, at outreach locations or online. [WASC]

5. No significant difference will be revealed in the grade distribution of all INTERIOR DESIGN faculty, full-time and part-time, at all locations, using any modality of instructional delivery on grade distribution reports.

6. On surveys, a majority of students enrolled in INTERIOR DESIGN courses will report satisfaction with the quality of instruction. [WASC]

7. All eligible INTERIOR DESIGN courses will be articulated with transfer institutions within an appropriate time frame.

8. All INTERIOR DESIGN course outlines will be reviewed, updated as necessary and approved by the Senate Curriculum Committee within two years of this unit assessment.

9. 90% of the content of vocational courses will be certified as containing industry standard technical and professional competencies as assessed by the advisory committee. [WASC]

Unit objective #3 supporting goal #1:

The INTERIOR DESIGN discipline/program will provide enough appropriately diverse full-time and part-time faculty and support staff that are qualified by appropriate education, training, and experience along with adequate physical facilities and equipment to support its course offerings. [WASC]

Success indicators for unit objective #3:

1. Trained college affirmative action representatives will report minimal errors in the selection process for INTERIOR DESIGN instructors. [WASC]
2. INTERIOR DESIGN faculty will engage in a minimum of one discipline-related professional development activity as reported on staff development activity forms. [WASC]

3. Full-time faculty will account for 75% of the faculty contact hours in the INTERIOR DESIGN discipline program. [WASC]

4. Sufficient support staff are provided to ensure the effective functioning of the INTERIOR DESIGN discipline/program.

5. Faculty and students will report satisfaction with the number and quality of support staff provided for the INTERIOR DESIGN discipline/program.

6. The majority of students enrolled in INTERIOR DESIGN classes indicate satisfaction with the physical facilities and available technology. [WASC]

Unit objective #4 supporting goal #1:

The INTERIOR DESIGN discipline/program will validate student success by demonstrating that students progress through basic skills sequences into college degree programs, degree and course completion, transfers and transfer readiness.

Success indicators for unit objective #4:

1. If applicable, there will be a 3.9% increase in the number of students whose assessment scores indicate they lack basic skills that will progress to college-level INTERIOR DESIGN courses upon completion of the prerequisite courses. (PFE)

2. 71.9% of students who enroll in INTERIOR DESIGN courses will attain a grade of C or above. (PFE)

3. There will be a 8.5% increase in the number of students who complete college-level INTERIOR DESIGN that transfer to four-year institutions. (PFE)

4. There will be a 3.4% increase in the number of students who enroll in INTERIOR DESIGN courses that will prepare to transfer to four-year institutions.

5. There will be a 4.7% increase in the number of degrees and and/or certificates awarded to students in the INTERIOR DESIGN discipline/program.

Unit objective #5 supporting goal #1:

The INTERIOR DESIGN faculty will comply with the Faculty Ethics Statement. (WASC)

Success indicators for unit objective #5:

1. A majority of students will affirm on surveys that INTERIOR DESIGN faculty distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively.
2. A majority of students will affirm on surveys that INTERIOR DESIGN faculty provide students with clear expectations concerning the principles of academic honesty and sanctions for violation.

3. A majority of INTERIOR DESIGN faculty will affirm on surveys that academic freedom is protected at the college.

**GOAL:**

2. Human, physical, technological and financial resources will be managed effectively to enrich and expand educational programs and maintain fiscal stability.

**Unit objective #1 supporting goal #2:**

The INTERIOR DESIGN discipline/program will effectively manage the physical, human and technological resources to ensure the fiscal stability of the program.

**Success indicators for unit objective #1:**

1. INTERIOR DESIGN courses will maintain an average of 10 students per section. (AFT)

2. Support staff for the INTERIOR DESIGN discipline/program are provided at or near the ratio of community colleges statewide.

3. Space for the INTERIOR DESIGN discipline/program is utilized effectively according to college developed or other accepted standards.
LAMC Unit assessment Summary Report
Fall 2002

Discipline/Program: Interior Design

Department Head:

Discipline/Program Personnel Participating in Unit Assessment

General Comments:

Unit Objectives and Success Indicators:

Recommendations:

IE Validation Team:
Signature: ____________________________ Date: _____________

IE Rep.:
Signature: ____________________________ Date: _____________
UNIT ASSESSMENT SUMMARY

Instructions: Summarize and analyze the data provided for the success indicators in this assessment. If the data indicates a need for improvement, write a plan as described below.

Assessment:

There is no full-time faculty representing this discipline. Therefore, curriculum is limited due to demand constraints of 9 hours per part-time instructors. (3 on staff part-time equals 27 hours of staff per session.

Classes need more even student enrollment numbers. A counseling session scheduling needs implementation with some extra funding so staff (instructors) can work with the student population of the Interior Design Department to build up a full department enrollment.

Plan for improvement:

State specifically what action will be taken to make any needed improvements indicated in your analysis.

Introduce an English class as an Advisory Course that students are advised to take before enrolling in the Interior Design Department program.

Need to create a better tracking and arrangement of classes students can take in a sequential manner to establish prerequisites.

Have a communication with the counseling department with some information about both our department and our goals. This would encourage the counseling department to get students to our department.

We need to develop a "yardstick" program to assess our faculty accomplishments as well as one for the students.
Space and facility needs must be addressed with regard to future accommodations for the department in a permanent housing.

Gradually increase the number of sections offered and careful counseling with the students for course curriculum sequence.

State specifically how improvement will be shown. Describe the measurement(s) you will use.

1. Request semester by semester data from the Office of Institutional Research to monitor enrollment figures for maximum efficiency (increase in WSCH without drop in WSCH/FTE). Adjust the number of sections offered to fulfill the above-described goals.

2. Introduce an English class as an Advisory Course that students are advised to take before enrolling in the Interior Design department classes. Interpret the improvement (if any) in the rate of success of students who have taken the Advisory English class prior to enrolling in the Interiors class over the students who did not take the advisory course. This comparative analysis can only be made if the Matriculation Office or the Office of Institutional Research can provide the relevant data.

3. The Interior Design Department will have to create a comprehensive class arrangement for the students so that they may complete the programs in the prescribed periods of time with prerequisite considerations made to accommodate their career needs.

4. An assessment instrument must be garnered or created by the Interior Design Department to measure faculty and student accomplishments.
BASE ALLOCATION

Instructions: Use the attached baseline operational budget to analyze the current allocation of resources for your discipline/program. If either a temporary or permanent augmentation is needed, complete a Request for Resources Over Base Allocation and submit it to the Assessment and Planning Committee.

See attached form: REQUEST FOR RESOURCES OVER BASE ALLOCATION

Instructions: To complete the attached form, Request for Resources Over Base Allocation, follow the directions in each section. Use the improvement plan in your assessment above to help complete the section in the form entitled Unit Plan.

THREE YEAR STRATEGIC PLAN

Instructions: Based on the summary analysis, provide a three year projection for the baseline budget allocation in your unit. Indicate major projected increases in objects and include new objects if you predict a need.

<table>
<thead>
<tr>
<th>Object</th>
<th>Current year</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor (3)</td>
<td>$23,328</td>
<td>$38,880</td>
<td>$42,728</td>
</tr>
<tr>
<td>Instructor (1) Extra</td>
<td>$5,832</td>
<td>$5,832</td>
<td></td>
</tr>
<tr>
<td>Instructor (2)</td>
<td>$23,382</td>
<td>$38,880</td>
<td>$42,768</td>
</tr>
<tr>
<td>Instructor (sum)</td>
<td>$5,832</td>
<td>$11,665</td>
<td>$12,338</td>
</tr>
<tr>
<td>Materials (Basic Supply)</td>
<td>$25,000</td>
<td>$26,000</td>
<td></td>
</tr>
<tr>
<td>Periodicals</td>
<td>$500</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td>Conference Expense</td>
<td>$300</td>
<td>$300</td>
<td></td>
</tr>
</tbody>
</table>

Provide assessment data and an analysis of trends that support the above indicated increases in baseline funding.

Please put in objective codes
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<table>
<thead>
<tr>
<th>Object Title</th>
<th>Object</th>
<th>Class Code</th>
<th>Curr. yr. (2002-03)</th>
<th>Yr. 2 (2003-04)</th>
<th>Yr. 3 (2004-05)</th>
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<tbody>
<tr>
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<td></td>
<td></td>
<td>$23,328. 8 courses/sem.</td>
<td>$38,880 9 courses/sem.</td>
<td>$42,768 9 courses/sem.</td>
</tr>
<tr>
<td>Instructor (extra assign.) Winter</td>
<td></td>
<td></td>
<td>$5,832. 3 courses</td>
<td>$5,832 3 courses</td>
<td>$4,862. 3 courses</td>
</tr>
<tr>
<td>Instructor (hourly) Spring</td>
<td></td>
<td></td>
<td>$23,328</td>
<td>$38,880 9 courses/sem.</td>
<td>$42,768 9 courses/sem.</td>
</tr>
</tbody>
</table>
Provide assessment data and an analysis of trends that support the above indicated increases in baseline funding.

A WSCH/FTE that has been higher than 790 for the last three years, suggests that as the college grows, another section of Interior Design should be offered in addition to the current offerings.
REQUEST FOR RESOURCES OVER BASE ALLOCATION

UNIT INFORMATION

NAME OF PERSON COMPLETING THIS FORM: [Signature]

EXTENSION: 4668

OFFICE/DEPARTMENT: Department of Interior Design

Unit that will use the resource: Department of Interior Design

Date: March 22, 2002

REQUEST FOR RESOURCES

1. In the chart below state your request for funds needed for personnel, equipment, supplies, etc. for 2001-2 that is not in this year's budget allocation.

(Refer to Chart of Accounts)

<table>
<thead>
<tr>
<th>Object code</th>
<th>activity</th>
<th>object title</th>
<th>class code</th>
<th>page title</th>
<th>base</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>Inst. Fall 02</td>
<td>Inst.</td>
<td></td>
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<tr>
<td>B</td>
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<td>Inst. Win. 03</td>
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<tr>
<td>C</td>
<td></td>
<td>Inst. Spr. 03</td>
<td>Inst.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. From the chart above, briefly put in words what you are requesting:

A part-time instructor for Fall 2002 to increase the number of classes that students can take to complete the program in the prescribed time.

We need current design periodicals for student reference to class lecturing and research.

Monies assistance for instructors to attend local and state and national teaching and design conferences offered by the design industry to keep us informed of the state of the design art.

UNIT PLAN

1. State the college goal that will be supported by your request:

GOAL: COLLEGE GOAL #1

Educational Programs and services will be developed, evaluated, and improved to ensure student access, learning and success while maintaining appropriate academic standards.

2. Provide any data, trends analysis, evidence or other information that supports this request. Is this request a permanent increase in your budget or a one time request?

It is a permanent request. Design programs should be completed in a 2 year time slot and 4 part-time instructors is not enough to meet this need.
3. Describe the purpose of your request. Be specific: How will the requested personnel/equipment/supplies, etc. be used?

An additional hourly instructor in Interior Design will be hired to teach a section, both in the Fall and Spring semesters starting Fall of 2002.

Design periodicals will be an augmentation to class lectures as well as student research.

Attendance at various professional conferences on Interior Design for both instructors and students will facilitate further learning about the state of our art.

4. What improvement will occur as a result of this request being funded?

Better service to the students and enrollment growth for the college.

5. How will you show that there has been improvement? What measurement(s) will you use?

Enrollment data will be monitored

RESOURCE MANAGEMENT

1. What viable alternatives have you considered to the above request? (Is this request the most cost-effective alternative? If not, why?)

There is no more cost-effective alternative. Hourly instructors are cheaper than full-time instructors.
2. For personnel requests:

a. What additional space, if any, is needed to accommodate this new position?

    Classroom space for 7 hours a week.

b. If additional space and/or equipment is needed, where is the proposed location?

    Collaborative Studies Building or Cultural Arts Center

c. This position will be: Permanent

3. For equipment requests:

a. Will additional space be needed to accommodate requested equipment?

    CAC rooms 4 & 5 with storage for ID samples and resources

b. If additional space is needed, where is the proposed location?

    CAC rooms 4 & 5
c. Will requested equipment require maintenance agreements and/or support personnel? If so, what are the projected costs?

Not applicable

d. This equipment is: New or used.