

January 27, 2020

Catalina G. Mistler
Deputy Director
Program Administration & Services Division
csacipa@csac.ca.gov

Design Institute
of San Diego



RE: Appeal of Loss of Cal Grant Eligibility for Design Institute of San Diego

Dear Ms. Catalina,

Please accept this letter as a formal request to appeal the loss of Cal Grant eligibility for Design Institute of San Diego (DISD) for the award year 2020-2021 based on the graduation rate dropping below 30% as reported in the IPEDS data collection.

The authority for this appeal rests with the California Education Code Section 69432.7-H (II)

Which states:

The commission may grant an appeal for an academic year only if the commission has determined the institution has a cohort size of 20 individuals or less and the cohort is not representative of the overall institutional performance.”

DISD has a very low population of full-time, first-time degree seeking undergraduate students; the majority of DISD students are second degree seeking students or transfer students. Consequently, the cohort for these students is often very low. The cohort that has prompted this appeal was 8 students. For this reason, DISD asserts that code section 69432.7-H (II) should apply, and requests that the Commission consider granting an appeal, as the IPEDS cohort in question was 8 students, therefore meeting the first part of the code” ... a cohort of 20 individuals or less.”

Additionally, the graduation rate reported using the traditional IPEDS reporting method is not “representative of the overall institutional performance.” This can be illustrated by viewing data that is reported and which include the entire student population. These reporting methods more accurately represent the overall institutional performance. For example, IPEDS for the 2019-2020 reporting year has included in the Data Collection System, an Outcome Measures Component Summary, 6 year Award Rate. For this report, DISD reported full-time, first-time degree seeking undergraduate students, with a graduation rate of 44% and non-first-time entering student with a graduation rate of 60%. Expanding the cohort to include first-time and non-first time degree seeking students is a more accurate representation of the college due to the low cohort. **Please See Exhibit A-IPEDS 2019-20 Data Collection System, Outcome Measures Component Summary, 6 year Award Rate.**

DISD also reports to the Bureau for Private Post-Secondary Education (BPPE), as part of the Student Performance Fact Sheet, graduation rates. These rates over the past four years have remained consistent, ranging over 36% to 42%. **Please See Exhibit B -Student Performance Fact Sheet Calendar Years 2017& 2018 Students Completing within 150% of the Published Program Length.**

The WASC Senior College and University Commission, requires accredited institutions to provide data for the WSCUC Graduation Rate Dashboard. The WASC Dashboard also includes the entire student population rather than the IPEDS first time, full-time degree seeking student and demonstrates the IPEDS method of data collection "is not representative of the overall institutional performance." Data reported to WASC shows a similar absolute graduation rate range as reported to the BPPE. **Please See Exhibit C-Graduation Rate Dashboard.**

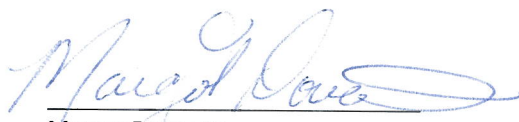
Design Institute previously filed an appeal for this same issue for the award year 2018-19. The CEO and the Director of Financial Aid personally attended the Commission meeting to present the evidence in support of the appeal. The facts and circumstances are the same as this appeal. In, reviewing the first time, full-time students over a seven-year cohort the data reflects these rates.

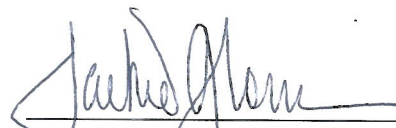
2016-17- **25%** appealed and won
2017-18- **50%**
2018-19- **25%** appeal requested
2019-20 will be reported at **58%**
2020-21 will be reported at **50%**
2021-22 will be reported at **57%**
2022-23 with three students graduating in June and the fourth student still in attendance reported rate is projected to be **100%** completion.

It is important to have benchmarks to ensure successful outcomes for students. We would suggest that the Commission consider adding the entire student population graduation rates and placement rates to the California Education Code Section 69432.7 (l)(3)(A) making it a more accurate representative of the overall institutional performance. **Please See Exhibit D- IPEDS Tracking. Prepared by DISD.**

We thank you in advance for your consideration and review of the supporting documentation. Please feel free to contact us should you have further questions or wish to request additional evidence to support this appeal request.

Sincerely,


Margot Doucette
CEO


Jackie Gloria
Director of Financial Aid

Design Institute of San Diego (113582) (3)

- Surveys
- Reports
- Tools
- Help
- Log Out

Outcome Measures

Summary

▼ Outcome Measures

- ▶ Overview
- ▶ Establishing Cohorts
- ▶ Award Status at Four Years
- ▶ Award Status at Six Years
- ▶ Award and Enrollment Status at Eight Years
- ▶ Prepared by
- ▶ Summary

Outcome Measures Component Summary

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website. The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website. College Navigator is updated approximately three months after the data collection period closes.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Cohort	4-year Award Rate	6-year Award Rate	8-year Award Rate	Still enrolled at your institution after 8 years	Did not receive an award and subsequently enrolled at another institution
First-time entering					
Full-time	38%	44%	44%	0%	19%
Pell Grant recipients	14%	29%	29%	0%	29%
Non-Pell Grant recipients	56%	56%	56%	0%	11%
Part-time	0%	0%	0%	0%	0%
Pell Grant recipients	N/A	N/A	N/A	N/A	N/A
Non-Pell Grant recipients	0%	0%	0%	0%	0%
Non-First-time entering					
Full-time	53%	60%	60%	0%	10%
Pell Grant recipients	50%	60%	60%	0%	15%
Non-Pell Grant recipients	55%	60%	60%	0%	5%
Part-time	15%	30%	30%	5%	10%
Pell Grant recipients	20%	50%	50%	10%	20%
Non-Pell Grant recipients	10%	10%	10%	0%	0%
Total Entering					
Full-time	39%	48%	48%	1%	12%
Pell Grant recipients	35%	51%	51%	3%	19%
Non-Pell Grant recipients	43%	45%	45%	0%	5%





SCHOOL PERFORMANCE FACT SHEET
CALENDAR YEARS 2017 & 2018
BACHELOR OF FINE ARTS IN INTERIOR DESIGN DEGREE (4-year)

On-Time Completion Rates (Graduation Rates)

(includes data for the two calendar years prior to reporting)

Bachelor of Fine Arts in Interior Design degree (4-year)

Calendar Year	Number of Students who Began Program	Students Available for Graduation	Number of On-Time Graduates	On-Time Completion Rate
2017	61	59	20	34%
2018	59	59	21	36%

Initials: _____ Date: _____ I have read and understand the above completion rates.

Students Completing Within 150% of the Published Program Length

Bachelor of Fine Arts in Interior Design degree (4-year)

Calendar Year	Number of Students who Began Program	Students Available for Graduation	150% Graduates	150% Completion Rate
2015	83	83	35	42%
2016	67	66	27	41%
2017	61	59	21	36%
2018	59	59	24	41%

Initials: _____ Date: _____ I have read and understand the above completion rates.

Job Placement Rates (includes data for the two calendar years prior to reporting)

Bachelor of Fine Arts in Interior Design degree (4-year)

Calendar Year	Number of Students Who Began Program	Number of Graduates	Graduates Available for Employment	Graduates Employed in the Field	Placement Rate % Employed in the Field
2017	61	34	31	25	81%
2018	59	32	31	26	84%



- Students initialing this disclosure understand that either a majority or all of this school's graduates are employed in this manner and understand what comprises this work style.

Initials: _____ Date: _____ I have read and understand the above placement information.

License Examination Passage Rates – Not Applicable
Bachelor of Fine Arts in Interior Design degree (4-year)

First Available Exam Date	Date Exam Results Announced	Number of Graduates in Calendar Year	Number of Graduates Taking the Exam	Number Who Passed Exam	Number Who Failed Exam	Passage Rate
Not Applicable						

Salary and Wage Information

Bachelor of Fine Arts in Interior Design degree (4-year)

(includes data for the two calendar years prior to reporting)

Annual salary and wages reported for graduates employed in the field

Calendar Year	Graduates Available for Employment	Graduates Employed in Field	Annual Salary and Wages Reported by Graduates Employed in the Field, SOC code 27-1025						
			\$15,001 to 20,000	\$20,001 to 25,000	\$25,001 to 30,000	\$30,001 to 35,000	\$35,001 to 40,000	\$40,001 to 45,000	\$45,001 to 50,000
2017	31	25	0	3	2	5	3	5	2
2018	31	26	1	2	2	4	4	6	3

Calendar Year	Graduates Available for Employment	Graduates Employed in Field	Annual Salary and Wages Reported by Graduates Employed in the Field, SOC code 27-1025						
			\$50,001 to 55,000	\$75,001 to 80,000	\$85,001 to 90,000	\$130,000 to 135,000	\$155,001 to 160,000	\$165,001 to 170,000	No Salary Information Reported
2017	31	25	1	1	1	0	1	1	0
2018	31	26	2	0	1	1	0	0	0

If you have any questions about how the data reflected on the above charts was gathered or if you want a list of employment positions determined to be within the field for any specific program for which statistics are reported above, please speak with an Admissions Representative.

Initials: _____ Date: _____ I have read and understand the above salary information.



Definitions

- “Number of Students Who Began Program” means the number of students who began a program who were scheduled to complete the program within 100% of the published program length within the reporting calendar year and excludes all students who cancelled during the cancellation period.
- “Students Available for Graduation” is the number of students who began program minus the number of students who have died, been incarcerated, or called to active military duty.
- “Number of On-Time Graduates” is the number of students who completed the program within 100% of the published program length within the reporting calendar year.
- “On-Time Completion Rate” is the number of On-Time Graduates divided by the Number of Students Available for Graduation.
- “150% Graduates” is the number of students who completed the program within 150% of the program length (includes on-time graduates).
- “150% Completion Rate” is the number of students who completed the program in the reported calendar year within 150% of the published program length, including on-time graduates, divided by the Number of Students Available for Graduation.
- “Number of Graduates” is the number of students who began the program and have been awarded a degree in the reporting year.
- “Graduates Available for Employment” means the number of graduates minus the number of graduates unavailable for employment.
- “Graduates Unavailable for Employment” means graduates who, after graduation, die, become incarcerated, are called to active military duty, are international students that leave the United States or do not have a visa allowing employment in the United States, or are continuing their education in an accredited or bureau-approved postsecondary institution.
- “Graduates Employed in the Field” means graduates who beginning within six months after a student completes the applicable educational program are gainfully employed, whose employment has been reported, and for whom the institution has documented verification of employment. For occupations for which the state requires passing an examination, the six months period begins after the announcement of the examination results for the first examination available after a student completes an applicable educational program.
- “Placement Rate Employed in the Field” is calculated by dividing the number of graduates gainfully employed in the field by the number of graduates available for employment.
- “Number of Graduates Taking Exam” is the number of graduates who took the first available exam in the reported calendar year.
- “First Available Exam Date” is the date for the first available exam after a student completed a program.
- “Passage Rate” is calculated by dividing the number of graduates who passed the exam by the number of graduates who took the reported licensing exam.

Institution Name: Design Institute of San Diego

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	8 Year Total
Enrolled Students									
Unduplicated Headcount	343	304	270	238	233	218	200	159	1,965
Completed Annual Institutional Units	6903	6135	5355	4794	4404	3912	3873	3633	39009
Average Institutional Units Completed Per Student	20	20	20	20	19	18	19	23	20
Bachelor Degree Recipients									
Unduplicated Headcount	70	58	44	33	35	27	30	24	321
Completed Graduation Units	7953	6417	5208	3774	3942	3003	3396	2958	36651
Average Graduation Units Per Student	114	111	118	114	113	111	113	123	114
Y/Y Enrollment Change		-11.37%	-11.18%	-11.85%	-2.10%	-6.44%	-8.26%	-20.50%	
Y/Y Graduation Headcount Change		-17.14%	-24.14%	-25.00%	6.06%	-22.86%	11.11%	-20.00%	
Ratio - Grad Headcount/Annual Units	20%	19%	16%	14%	15%	12%	15%	15%	94%
Unit Redemption Rates (URR)									
URR 2-year average	115%	105%	97%	79%	90%	77%	88%	81%	
URR 3-year average	115%	98%	91%	74%	86%	72%	87%	79%	
URR 4-year average		98%	85%	70%	81%	69%	84%	78%	
		98%	85%	65%	76%	65%	80%	75%	
Calculation for numerator of 'd'									
Total institutional units completed by non-continuing students =	2142	2223	2118	1335	1890	1803	1437	912	
Headcount of non-continuing students =	51	49	55	39	44	39	34	26	
Average institutional units for non-continuing students =	42	45.37	38.51	34.23	42.95	46.23	42.26	35.08	41.65
'd' (ratio of average non-continuing units to average graduating units)	0.368	0.409	0.326	0.3	0.38	0.416	0.374	0.285	0.368
Absolute Graduation Rates (AGR)									
AGR 2-year average	156%	112%	92%	53%	76%	58%	73%	56%	89%
AGR 3-year average	156%	96%	76%	47%	70%	52%	72%	51%	
AGR 4-year average		96%	65%	41%	62%	48%	66%	50%	
AGR 5-year average		96%	65%	36%	55%	44%	60%	46%	
		65%	36%	36%	49%	39%	54%	42%	
(WASC Staff pulls these)									
Available IPEDS 6-year graduation rates	66%	62%	50%	67%	33%	83%	25%	50%	55%
IPEDS Graduates	8	8	8	8	4	5	2	6	49
IPEDS Cohort	12	13	16	12	12	6	8	12	91
Proportion of graduating cohort in IPEDS	11.43%	13.79%	18.18%	24.24%	11.43%	18.52%	6.67%	25.00%	14.89%

Full Time First Time Fall 2011	Status	Full Time First Time Fall 2012	Status	Full Time First Time Fall 2013	Status	Full Time First Time Fall 2014	Status	Full Time First Time Fall 2015	Status	Full Time First Time Fall 2016	Status	Full Time First Time Fall 2017	Status
IPEDS Cohort- 2017/18		IPEDS Cohort- 2018/19		IPEDS Cohort- 2019/20		IPEDS Cohort- 2020/21		IPEDS Cohort- 2021/22		IPEDS Cohort- 2022/23		IPEDS Cohort- 2023/24	
Bell, Aurelia	WD	Apone, Meli	Grad	Agrey, Kelly	Grad	Arrizon, Victor	WD	Bautista, Sarah	WD	Carreno Salgado, Laura	Current	Hinson, Alice	W/D
Blancas-Rosique, Daniela	Grad	Burkes, Savannah	WD	Al-Agha, Sara	WD	Charvel, Fernanda	Dismissed	Bowen, Paige	Grad	Janzon, Mathilda	Current-Grad 5/20	Rennegarbe, Lynda	Current
Flores, Brenda	Grad	Currie, Jordan	Grad	Barret, Jason	WD	Espino, Shaira	Grad	Moran, Clarissa	WD	Nguyen, Nhi	Current-Grad 5/20		
Gutierrez, Itzel Leticia	Dismissed	Herrera, Stefanie	WD - other inst	Becerril, Kassandra	Grad	Foot, Yannicia	WD	Sandoval, Yazmin	Grad	Ralston, Salina	Current-Grad 5/20		Possible 1/2=50%
Jones, Jandi	Grad	Nakagawa, Misaki	WD - other inst	Corless, Emily	Grad	Gomes, Gabriella	Grad	Schweikhard, Rachel	WD				
Kimble, Megan Elizabeth	WD	Sangines, Valerie	Dismissed	Curry, Shane	Grad	Leong, Jamie	Grad	Valenta, Isabel	Current-Grad in 5/20		Possible 4/4=100%		
McHale, Lorelei	Grad	Smith, Olivia	WD	DeBray, Alisa	WD			Villa, Stephanie	Grad				
Morris, Brooke	Grad	Whitaker, Kimberly	WD - other inst	Estrada, Estefania	Grad		Possible 3/6 = 50%						
Seale, Makenzie	WD			Estrada, Yesenia	Grad				Possible 4/7 = 57%				
Stratton, Mallory	WD		2/8 = 25%	Hartsfield, Brandi	Grad								
Strawn, Alexandra	WD			Johnson, Ximena	WD								
Zaro, Jared	Grad			Kirby, Andrea	Grad								
				Lacroix, Shea	Grad								
	6/12 = 50%			Minich, Tabitha	WD								
				Nissan Leizorek, Victoria	Grad								
				Rerick, Samantha	WD - other inst								
				Van Cott, Torrey	Grad								
				Waldon, Emily	WD								
				Young, Lisa	WD								
							11/19 = 58%						



SCHOOL PERFORMANCE FACT SHEET
CALENDAR YEARS 2017 & 2018
BACHELOR OF FINE ARTS IN INTERIOR DESIGN DEGREE (4-year)

On-Time Completion Rates (Graduation Rates)

(includes data for the two calendar years prior to reporting)

Bachelor of Fine Arts in Interior Design degree (4-year)

Calendar Year	Number of Students who Began Program	Students Available for Graduation	Number of On-Time Graduates	On-Time Completion Rate
2017	61	59	20	34%
2018	59	59	21	36%

Initials: _____ Date: _____ I have read and understand the above completion rates.

Students Completing Within 150% of the Published Program Length

Bachelor of Fine Arts in Interior Design degree (4-year)

Calendar Year	Number of Students who Began Program	Students Available for Graduation	150% Graduates	150% Completion Rate
2015	83	83	35	42%
2016	67	66	27	41%
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Initials: _____ Date: _____ I have read and understand the above completion rates.

Job Placement Rates (includes data for the two calendar years prior to reporting)

Bachelor of Fine Arts in Interior Design degree (4-year)

Calendar Year	Number of Students Who Began Program	Number of Graduates	Graduates Available for Employment	Graduates Employed in the Field	Placement Rate % Employed in the Field
2017	61	34	31	25	81%
2018	59	32	31	26	84%



Gainful Employment Categories *(includes data for the two calendar years prior to reporting)*
Bachelor of Fine Arts in Interior Design degree (4-year)

Part Time vs. Full Time Employment

Calendar Year	Graduates Employed in the Field 20 to 29 Hours Per Week	Graduates Employed in the Field at Least 30 Hours Per Week	Total Graduates Employed in the Field
2017	1	24	25
2018	7	19	26

Single Position vs. Concurrent Aggregated Positions

Calendar Year	Graduates Employed in the Field in a Single Position	Graduates Employed in the Field in Concurrent Aggregated Positions	Total Graduates Employed in the Field
2017	25	0	25
2018	26	0	26

Self-Employed / Freelance Positions

Calendar Year	Graduates Employed who are Self-Employed or Working Freelance	Total Graduates Employed in the Field
2017	3	25
2018	4	26

Institutional Employment

Calendar Year	Graduates Employed in the Field Who Are Employed By the Institution, An Employer Owned by the Institution, or An Employer Who Shares Ownership With the Institution	Total Graduates Employed in the Field
2017	0	25
2018	0	26

Initials: _____ Date: _____ I have read and understand the above information.

This program may result in freelance or self-employment.

- The work available to graduates of this program is usually for freelance or self-employment.
- This type of work may not be consistent.
- The period of employment can range from one day to weeks to several months.
- Hours worked in a day or week may be more or less than the traditional 8 hour work day or 40 hour work week.
- You can expect to spend unpaid time expanding your networks, advertising, promoting your services, or honing your skills.
- Once graduates begin to work freelance or are self-employed, they will be asked to provide documentation that they are employed as such so that they may be counted as placed for our job placement records.



- Students initialing this disclosure understand that either a majority or all of this school's graduates are employed in this manner and understand what comprises this work style.

Initials: _____ Date: _____ I have read and understand the above placement information.

License Examination Passage Rates – Not Applicable

Bachelor of Fine Arts in Interior Design degree (4-year)

First Available Exam Date	Date Exam Results Announced	Number of Graduates in Calendar Year	Number of Graduates Taking the Exam	Number Who Passed Exam	Number Who Failed Exam	Passage Rate
Not Applicable						

Salary and Wage Information

Bachelor of Fine Arts in Interior Design degree (4-year)

(includes data for the two calendar years prior to reporting)

Annual salary and wages reported for graduates employed in the field

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Calendar Year	Graduates Available for Employment	Graduates Employed in Field	Annual Salary and Wages Reported by Graduates Employed in the Field, SOC code 27-1025						
			\$50,001 to 55,000	\$75,001 to 80,000	\$85,001 to 90,000	\$130,000 to 135,000	\$155,001 to 160,000	\$165,001 to 170,000	No Salary Information Reported
2017	31	25	1	1	1	0	1	1	0
2018	31	26	2	0	1	1	0	0	0

If you have any questions about how the data reflected on the above charts was gathered or if you want a list of employment positions determined to be within the field for any specific program for which statistics are reported above, please speak with an Admissions Representative.

Initials: _____ Date: _____ I have read and understand the above salary information.



Cost of Educational Program

Total Charges for the program for students completing on-time in 2018: \$104,940. Additional charges may be incurred if the program is not completed on-time.

Initials: _____ Date: _____ I have read and understand the above cost of program.

Federal Student Loan Debt at Design Institute of San Diego

Most Recent Three Year Cohort Default Rate, as Reported By The United States Department of Education.¹	The Percentage of Enrolled Students In 2018 Receiving Federal Student Loans To Pay For this Program.	The Average Amount of Federal Student Loan Debt of 2018 Graduates Who Took Out Federal Student Loans at this Institution.	The Percentage of Graduates in 2018 With Federal Student Loans as Calculated by the Institution.
2%	80%	\$21,423	59%

¹The percentage of students who defaulted on their federal student loans is called the Cohort Default Rate (CDR). It shows the percentage of this school's students who were more than 270 days (about 9 months) behind on their federal student loans within three years of when the first payment was due. This is the most recent CDR reported by the U.S. Department of Education.

Initials: _____ Date: _____ I have read and understand the above student loan information.

Definitions on following page



Definitions

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- “Placement Rate Employed in the Field” is calculated by dividing the number of graduates gainfully employed in the field by the number of graduates available for employment.
- “Number of Graduates Taking Exam” is the number of graduates who took the first available exam in the reported calendar year.
- “First Available Exam Date” is the date for the first available exam after a student completed a program.
- “Passage Rate” is calculated by dividing the number of graduates who passed the exam by the number of graduates who took the reported licensing exam.



- “Number Who Passed First Available Exam” is the number of graduates who took and passed the first available licensing exam after completing the program.
- “Salary” is as reported by the graduate or graduate’s employer. Not all graduates reported salary.
- “No Salary Information Reported” is the number of graduates for whom, after making reasonable attempts, the school was not able to obtain salary information.

This fact sheet is filed with the Bureau for Private Postsecondary Education. Regardless of any information you may have relating to program costs, student loan debt, completion rates, placement rates, license exam passage rates, or starting salaries, this fact sheet contains the information as calculated pursuant to state law.

Any questions a student may have regarding this fact sheet that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at: P.O. Box 980818, W. Sacramento, CA 95798-0818, www.bppe.ca.gov, Phone: 888.370.7589 or 916.431.6959, F:916.263.1897.

I have read and understand this School Performance Fact Sheet. The School Performance Fact Sheet was provided to me prior to signing an enrollment agreement.

Student Name - Print

Student Signature

Date

School Official

Date