The Interior Design Program is designed to prepare creative students for the broad range of career and professional opportunities that are included within the field of Interior Design. Interior Design is multi-disciplinary by nature, and addresses Fine and Decorative Arts, Architecture, Business, Construction, Real Estate, Industrial Design, and Planning, among others. Developing creativity, problem-solving and communication skills, and critical thinking processes are the core of the discipline and the emphasis of all the courses.

Describe how the program specifically serves students, faculty and staff:

As an academic career and professional program, the main focus is on students and helping students achieve their educational and career goals.

1. Those preparing for immediate employment may obtain a Certificate of Achievement in Interior Design or an A.A. Degree in Interior Design. These curricula prepare students for entry-level positions in the various fields of Interior Design. Students currently employed who wish to expand or upgrade their employment base may pursue one of the Certificates of Completion. See attached Curriculum Guides (ID Art Certificates of Accomplishment and ID AA Degree and Certificate of Achievement).

2. Transfer students may opt to pursue Interior Design, Industrial Design, Architectural or other related degrees at a four or five-year college or university. Courses transfer to UC and CSU programs. Articulation agreements with San Jose State University Interior Design Department accept nearly all Ohlone College Interior Design courses. Students transferring to private Schools, such as California College of Arts or the Academy of Art University may negotiate individual course waivers.

3. Interior Design courses offer members of the local community a general introduction to the arts and humanities while specifically addressing the concerns of new homeowners.

Describe how the program addresses current needs and applies current technologies.
As a profession, Interior Design is relatively new, and is rapidly changing and growing. The program strives to keep current. The Interior Design Advisor’s Committee is active and essential in helping to guide the program. For example, at their suggestion the curriculum was revised and expanded to include a specific class on business practices for Interior Designers (Professional Practice), and a basic Color class. The Certificate of Achievement curriculum now fulfills current educational requirements for professional certification in California. The Advisor’s Committee’s participation will continue to be vital as the program continues to evolve to meet the ever-changing professional standards. Hiring practicing professional designers as Adjunct Faculty is another way to keep the classes current with current practices.

10. **Discuss the impact of the program on the college and/or other programs.**

The program is well-integrated within the college. All courses are cross-referenced with Art. Several are required for Art History, Theater, and Entertainment Design and Technology certificates. The Maintenance Department had an Interior Design student as an intern. In addition to addressing specific learning concerns, and as a benefit to the college, several Interior Design classes completed design problems for the school. Faculty consulted on various campus design problems. Design students exhibit in the library and other areas and participate in the Annual Student Fine Art Show. Members of the greater college community may benefit from the life long learning opportunities these classes offer.

11. **Discuss the impact of the program on the community and the impact of the community on the program.**

The immediate and greater communities surrounding the college are rapidly expanding, resulting in a growing demand for design professionals. Traditionally, services catering to the building trades were located in large central cities. The trend now is to locate such businesses nearer the areas of expansion and to make them more accessible to the general population. Retailers like Home Depot and Lowe’s, as well as furniture and accessory showrooms and high-end specialty suppliers have popped up all over. All need to hire knowledgeable employees. An area furniture show room that employed Ohlone Interior Design graduates offered to pay the tuition for their employees to take Interior Design classes at Ohlone College. Requests from area homeowners for recent graduates or even current students regularly come through the department. In this changing community, Ohlone Interior Design graduates can fill the needs of employers or individual homeowners, and find success as designers.

- **College Mission**
  1. **Mission Statement**

The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.
2. Vision Statement
   Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.

3. Core Values, Goals & Objectives:
   
   **College Core Values**
   - We provide life-long learning opportunities for students, college personnel and the community.
   - We open access to higher education and actively reach out to under-served populations.
   - We promote diversity and inclusiveness.
   - We maintain high standards in our constant pursuit of excellence.
   - We value trust, respect and integrity.
   - We promote team work and open communication.
   - We practice innovation and actively encourage risk-taking and entrepreneurship.
   - We demonstrate stewardship for our human, financial, physical and environmental resources.

   **College Goals/Objectives**
   1. Through innovative programs and services, improve student learning and achievement.
      6. By spring 2013, the number of students receiving associate degrees to a rate at or above the peer group average.
      7. By spring 2013, increase the number of students receiving certificates of accomplishment and certificates of achievement to a rate at or above the peer group average.
   2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
   5. Lead and educate the community in environmental sustainability.

4. Briefly describe how the program supports the college mission, vision selected college values.

   Ohlone's mission includes offering instruction for career entry, university transfer, and personal enrichment. The Interior Design Program directly supports these three areas, as detailed in the program description.

   1. Those preparing for immediate employment or career advancement may obtain a Certificate of Achievement, Certificates of Completion, or an A.A. Degree in Interior Design.

   2. Transfer students may opt to pursue a Bachelor Degree in Interior Design or a related field. Courses transfer to UC and CSU programs and articulate with San Jose State University. Students transferring to private schools may negotiate individual course waivers.

   3. Interior Design courses offer all students interested in life-long learning a general introduction to the arts and humanities while specifically addressing the
concerns of new homeowners.

(Program support for the college vision and core values is included within the next section.)

5. Briefly describe how the program supports selected college goals.

The Interior Design Program supports goals 1, 2, and 5 and the college's core values.

1. Creativity, problem-solving, communication and critical thinking skills are emphasized in all classes. Design processes and logic are explored through increasingly complex individual and group projects in studio classes where students learn by doing. They are practicing, and as Interior Design is a practice, this educational approach holds the most promise for student success.

2. Interior Design is a growing profession. The Council for Interior Design Accreditation states that the practice of Interior Design is “to enhance the function and quality of interior spaces for the purpose of improving the quality of life, increasing productivity, and protecting the health, safety, and welfare of the public”. Our program conforms to these standards.

Interior design is also an evolving field; practitioners must stay current. Faculty members are practicing designers with professional affiliations requiring continuing education. Our program remains current because our faculty are current.

5. Environmental sustainability and "Green Design" has gone from a trend to code mandates. Interior Design courses address the benefit and importance of using environmental-friendly materials and fulfilling code requirements.

6. Briefly describe how the program supports selected college objectives.

The program supports objectives 1.7 and 1.8; to increase the number of students receiving associate degrees and certificates of achievement and accomplishment.

In the past, students were unable to complete the required curriculum to earn degrees or certificates. The class schedule, which was fixed, did not work well for our diverse student population. Students were surveyed to find when they could attend classes, and a new, rotating schedule was devised that allows students to complete their degrees and certificates in a timely manner. Most class prerequisites were dropped and related classes grouped, allowing for future Learning Modules. A schedule explaining and showing proposed times for future class offerings is given to students on the first day of classes. (Copy of ID Class Scheduling Proposal is attached). Copies of the schedule are given
to the counselors and are posted on the Interior Design web site. Recent cuts to scheduled classes interrupted student's progress through the curriculum. The rotating schedule has been revised in response to impending course cuts resulting from future funding cuts.

Students success would be further enhanced if their progress could be automatically tracked through Datatel, (see our PIO). Through the use of school technology to help students plan and realize their goals, the Interior Design Department can help the school realize its objectives of increasing degree and certificates earned.

- Program SLOs & Assessment
  1. Program SLO -
     Identify, analyze, and evaluate design criteria and synthesize appropriate and creative design solutions.
     a. Indicate program assessment strategies used.
        i. Capstone course
     b. Describe the criteria and standards used to appraise student work.

     Evaluate and provide feedback on classwork in the ID/ART 150B Interior Design class to assess students' ability to define project problems and synthesize an appropriate solution.

The Interior Design class (ID/ART 150B) is conceived as a practical introduction to the profession of Interior Design and focuses on integrating the range of skills needed to succeed in the field. Successful completion of ID/ART 150B is required for the Certificate of Achievement and Associate Degree in Interior Design. Student success in other more specific classes reflects upon, and builds on their achievements in this class. This class is rotated every 3 to 4 semesters, and students may not necessarily take it their final semester. Assessment results will be analyzed following the semester this class is offered.

Culminating projects in this and other Interior Design classes are real-world case design scenarios. Feedback includes peer and instructor's verbal classroom critiques, written evaluations, and a final overall grade. The final class grade reflects students' mastery of this SLO.

b. Enter assessment results and analyze student success in achieving this program SLO.

Class is offered Fall 2012. Student assessments will be analyzed following completion of the semester.
d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Curriculum has been narrowed due to budget cuts.

e. Future Action (Improvements)

2. Program SLO -

Develop communication skills to illustrate design ideas and processes.

a. Indicate program assessment strategies used.
   i. Portfolio
   ii. Culminating project

b. Describe the criteria and standards used to appraise student work.

Evaluate and review portfolio or project to determine the student's progress and abilities to illustrate design ideas and processes in a professional and timely manner. Provide written feedback of student work. Evaluations and reviews may also include peer critiques.

Classes in the program that address different methods of visualizing and communicating design concepts include Drafting, Modelmaking and Visualization and Presentation. These classes require a final portfolio or culminating project, or both. But as Interior Design classes are on a rotating schedule, these classes are not all offered during any particular school year. (See attached ID Class Scheduling Proposal).

All faculty teaching Interior Design classes will meet to review Student Learning Outcome Assessments in January, 2013.

c. Enter assessment results and analyze student success in achieving this program SLO.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

e. Future Action (Improvements)

• SLO Matrix

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID 150A</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>ID 150B</td>
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<td>ID 151</td>
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<td>ID 156</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>ID 157</td>
<td>P</td>
<td>P</td>
</tr>
</tbody>
</table>

Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level
• SLO Matrix Comments

• Course SLO & Assessment

ID 150A Interior Design Concepts
1. Identify, analyze, and evaluate design criteria.
2. Formulate design problems within a logical process.
3. Develop and apply a personal vocabulary to address design solutions.

<table>
<thead>
<tr>
<th>Indicate planned course assessment strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubrics</td>
</tr>
<tr>
<td>Portfolio</td>
</tr>
<tr>
<td>Culminating Project</td>
</tr>
</tbody>
</table>

Describe the criteria and/or performance standards used to appraise student work.

Students work through real-world design projects that vary in complexity and difficulty. Written evaluations of spaces familiar to the students focus on SLO#1. Design processes are explained, (SLO#2), and individual responses to defined spatial issues are illustrated, (SLO#3). Students produce final presentations to communicate their understanding of the process, (SLO#4).

Enter assessment results and analyze student success in achieving course SLOs.

ID Faculty will review course SLOAs in January to complete Assessment in a Box.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Future Action (Improvements)

• Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.

1. List expected student achievement outcomes:

Because of the varied nature of the program, student achievement outcomes would be most viable if generated individually and personally by the students themselves. Once students have defined their own learning goals and desired outcomes, then a school-based interactive tracking system would aid them in achieving their specific outcomes. This tracking system would also provide feedback to aid the college in determining future actions and program improvement objectives.

2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

This analysis refers to data in Attachments #3 through #8.
During the past years retention, completion and success rates have remained fairly stable, higher than the college's average. Over the life of the department, there has been overall notable growth in enrollment. Several factors may have contributed to this. One factor is a new popularity in interior design due to media attention. Popular television programs present the field as both glamorous and accessible, encouraging many to study the field or consider it as an option for a career. Another factor may be the construction of new high-end housing developments in the immediate area, which created a demand and interest in the field. Yet, another factor may be the recent downturn in employment which affords people the time to explore creative avenues. Recent budget cuts to the school will mean cutting sections in the future, which will reverse this trend. The department will need to regain lost funding in order to retain the current level of student success.

As stated earlier, there are three main groups of students addressed by this program: 1. Those preparing for immediate employment, 2. Transfer students, and 3. Students interested in life-long learning. Also as previously addressed, student success rate and retention rate in all classes is stable. But the overall success of the program is dependent on how well the program can address the individual needs of the students. Students are staying and succeeding in their classes, but we still do not know how many students actually fulfill their educational goals.

3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

Program budget trends have been disappointing. Budget cuts have meant cut classes, and cut classes have meant students are unable to fulfill curriculum requirements in a timely manner. State funding for life-long learning has also been decreased. In response the ID rotating schedule has been revised to offer classes once every four semesters, rather than every three. Classes fill, but it is not clear how student success will be impacted yet.

4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

Staff is maxed out. Equipment is in dire need of replacement. Facilities need repair. Bond money is available and we are working with the architects to improve this situation.

5. Describe any additional notable program achievements (optional).

6. Additional Program Table Data

7. Future Action

Strategies to improve student achievement indicators. Specify.

Although retention and success rates appear to be stable, we do not have the required information to determine if the students' own educational goals have been met or not. Implementing our second PIO should encourage students to define and plan their own goals and through the expanded data, reveal improved student achievement indicators that respond to those goals.
**Program Analysis**

After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs.

1. **Describe program achievements and successes.**

   One of the most appealing aspects of Interior Design is that it is multidisciplinary and broad, offering a wide range of career opportunities for many kinds of people with varied interests and talents. This is reflected in the broad range of associated competencies designers develop. Strategies for acquiring this diverse set of skills obviously must vary per the individual, and consequently methods of determining and analyzing learning outcomes will vary.

   Traditional assessment techniques are used to analyze students’ success in reaching learning outcomes in some classes. Early in the semester, vocabulary and identification exercises and tests are used in drawing and history classes, helping students form a strong base to support more complex learning objectives. Research projects with verbal and graphic presentations actively involve students learning about a range of design criteria including business practices, codes, and health and safety issues, and foster communication skills.

   Many of the classes have a “studio” approach to learning. In a studio, students work on projects designed to simulate real-life situations. The problems start simple and gain in complexity over the course of the semester leading up to a culminating project. Many are group projects. Students work in class, collaborating with other members of the class. Work is evaluated continually in informal, one-on-one reviews, and more formally at crucial points in the process over the course of the semester. Some of these reviews (usually mid-project), are private, between the instructor and student, but most are public and involve discussion of each student’s work by all members of the class. These “critiques” are an excellent tool to facilitate communication skills. They also provide feedback to students as to how well they have achieved the goals of the problem, how well they can use the knowledge they have gained in the class, and how well they are able to assimilate the range of skills addressed across the curriculum.

   In addition to all-class reviews, other classes may also require one or more portfolios of work where pieces of work from throughout the semester are seen together. Portfolios are very effective in showing the change in skill level from the beginning to the end of the class, as well as giving a clear sense of the depth and breadth of the student’s mastery. Most Interior Design students will need a portfolio of work when job-hunting or transferring. Their portfolios will include projects from across the Interior Design curriculum, and serve as an excellent tool for evaluating the student’s success in reaching their own educational goals. Understanding how to put a
portfolio together is another skill design students will need long after they leave school. Professional designers use portfolios of past projects as marketing tools.

2. According to the evidence, what are the areas needing improvement?

Whereas it is possible to assess student success in reaching program outcomes through the assessment methods discussed, it is much harder to accurately assess the overall success of the program as it relates to individual students. The Instructional Basic Program/Discipline Review Data (attached at end of report), for the program gives some useful information. The program has retention and success rates that compare favorably with overall campus numbers, and the program has maintained favorable numbers of enrolled students. The program is quite small, (even for a vocational program), but the true size of the program is not clear, as the classes are all cross referenced, which is not reflected in the data.

What is lacking is a way to accurately determine how many students actually complete their educational plans, and a way to follow students after they leave Ohlone to determine if they in fact fulfilled their educational goals.

The program is vocational; students should have developed adequate skills to enter or return into the job market successfully. The program SLO's can assess student success at achieving the basic design and communication skills, and although the Advisor’s Committee continually reviews the curriculum, (recent changes are addressed in earlier sections of this report), there is no set method to get feedback from our students to learn if they do feel competent, or to learn what is lacking after they start working, or even to learn where they end up working. Some students have returned to give updates on their work, and they do praise the program, but a more comprehensive system is needed. These students preparing for immediate employment may earn either a Certificate of Achievement, or one of several smaller Certificates of Completion, but many others simply want to upgrade skills, or get jobs without completing all of the requirements for the certificate. At present there is no way to track the number of student who have earned the Certificates of Completion.

A similar problem exists with tracking the students planning to transfer. Many complete their educational goals here at Ohlone and transfer without completing a degree or certificate, and many others get a more general AA degree. The AA degree and certificates in Interior Design all require many classes that are offered as Upper Division classes in the 4 and 5-year Interior Design programs. Students are wise not to take these classes, opting only for classes that will transfer, but that discounts the true value of the Interior Design program. Interior Design Degree curriculum vary wildly from school to school. The state schools have initiated a process to define a basic, core program that would be required of all Interior Design transfer students, but have not been able to reach consensus for even 3 core classes. Still other
students continue their education in other related fields, such as Architecture or Industrial Design.

Students interested in life-long learning may take only one or two classes and get what they need from the program, but again, aside from assessing basic program learning outcomes, there is no formal method of feedback. PIO #2 addresses this issue.

- **Program Improvement Objectives:**
  1. **Objective:**

Motivate students to complete a certificate or degree by identifying, tracking and informing them of their eligibility to receive Certificates of Achievement, Certificates of Accomplishment and AA Degrees in Interior Design. This PIO is being addressed by the Deans of the College.

  a. **Action Plan**

    **Year 1:**

    Inform incoming students of the various degree and certificate options offered in the department. Provide each student with a hand out / checklist of required courses for each option.

    **Year 2:**

    Work with IT Datatel programmers to develop an integrated student tracking system that will automatically and consistently give students information showing their progress towards completing offered degrees and certificates, and feed back data to aid college development. (See note in first paragraph).

    **Year 3:**

    Implement Datatel tracking system. Review process to determine how system can be expanded to address individual student goals, and aid college development.

  b. **Staffing**

    **Year 1:**

    Additional time required from instructors and counselors.

    **Year 2:**

    Additional time required from instructors, counselors and IT staff/ Datatel programmers.
Year 3:
Additional time required from IT staff / Datatel programmers, instructors and counselors.

c. Equipment (Include items that fit under department budget codes)
   Year 1:
   na
   
   Year 2:
   na
   
   Year 3:
   na

d. Technology (Include items that fit under IT budget codes)
   Year 1:
   IT staff / Datatel programmer
   
   Year 2:
   IT staff / Datatel programmer
   
   Year 3:
   IT Staff / Datatel programmer

e. Facilities (Include items that fit under the Facilities budget codes)
   Year 1:
   na
   
   Year 2:
   na
   
   Year 3:
   na
f. Other (Include other resources needed)
   Year 1:
   na

   Year 2:
   na

   Year 3:
   na

g. Assessment Plan: List Assessment Strategies
   Year 1:
   Solicit student feedback to determine student awareness of degree and certificate requirements.

   Year 2:
   Contact students to determine if they are receiving necessary information.

   Year 3:
   Compare number of students receiving certificates and degrees after implementation of PIO with rates prior to implementation.

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

1. Through innovative programs and services, improve student learning and achievement.
   Rationale:
   Students will be motivated to complete a certificate or degree if they receive information needed to plan their courses.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
   Rationale:
   Student data can be used to motivate students as well as to track their grades and course completions.
2. PIO Assessment
   a. Enter assessment results with analysis.

      More formal student feedback is needed to determine the actual depth of their understanding of their options, but judging from the questions they ask, they are not clear about their options.

   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

      The college has no way to determine how many students have fulfilled requirements for many of the Certificates. The college would benefit by obtaining this information.

   c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

      Initial contact with IT was made and the PIO was forwarded to the Deans group.

   d. Future Action
      Current level of focus maintained. Describe.

      Current level can only be maintained until the budget improves and IT stabilizes.

1. Objective:

   Reflect current industry trends and practices in the field of Interior Design by revising and updating the curriculum.

   a. Action Plan
      Year 1:

      Survey current professional practices to identify emerging trends and practices in the field of Interior Design.

      Year 2:

      Identify and modify existing courses, if feasible, to address current professional practices.

      Year 3:

      Review modifications. Propose new courses or certificates as necessary to retain departmental currency, depending on state funding.
b. **Staffing**  

*Year 1:*

Faculty practitioners current with professional trends. Lab technician.

*Year 2:*

Faculty practitioners current with professional trends. Lab technician.

*Year 3:*

Faculty practitioners current with professional trends. Lab technician. Marketing professional.

c. **Equipment (Include items that fit under department budget codes)**  

*Year 1:*

Replace drafting machines. Install appropriate lighting in ID drafting and design labs.

*Year 2:*

Depends on college Master PLan.

*Year 3:*

Depends on College Master PLan.

d. **Technology (Include items that fit under IT budget codes)**  

*Year 1:*

Updated computers and software, including Adobe and Auto CAD.

*Year 2:*

Updated computers and software.

*Year 3:*

Updated computers and software.

e. **Facilities (Include items that fit under the Facilities budget codes)**  

*Year 1:*

Lab Room 4104B with access to ID materials library. Access to art studios.
Year 2:
Lab 4104B with access to materials library. Access to art studios.

Year 3:
Lab 4104B with access to materials library. Access to art studios.

g. Other (Include other resources needed)
Year 1:
Funding for faculty to attend conferences and complete professional CEUs to remain current. Funding for subs when faculty attend conferences or training. Funding for guest speakers.

Year 2:
Funding for faculty to attend conferences and complete professional CEUs to remain current. Funding for subs when faculty attend conferences or training. Funding for guest speakers.

Year 3:
Marketing consultant to promote programs. Funding for faculty to attend conferences and complete professional CEUs to remain current. Funding for subs when faculty attend conferences or training. Funding for guest speakers.

h. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.
1. Through innovative programs and services, improve student learning and
achievement.
Rationale:

Interior Design is a constantly evolving profession. Course offerings and curriculum must be kept current and meet industry standards. This will help assure students of the viability of their education and keep them enthused and willing to put the necessary effort into succeeding.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
Rationale:

Practicing designers with up-to-date skills are needed in the industry, even in times of economic downturns. Current employment opportunities exist for designers with solid computer skills, who understand and can apply new energy codes and are able to adapt spaces for universal design.

2. PIO Assessment
   a. Enter assessment results with analysis.

   Three emerging areas have been identified: The use of computers as design tools; "green" or sustainable building practices; and universal (accessible) design.

   b. Describe how PIO achieved one or more of the college goals and objectives, had an impact beyond the particular department, and contributed to student success/learning.

   PIO has not been implemented, only identified.

   c. Analyze the impact of reallocation or addition of resources. If money or resource was not used, give rationale.

   No money is available at present.

   d. Future Action

   Strategies to promote improvements. Specify.

   Funding is needed for curriculum to expand to incorporate these new industry concerns.

- Outside Review Results
  1. List each team members name and title.
     None.
  2. Discuss key feedback provided by team and how it was incorporated into the report.
None.

- Attached Files
  1. PR_ART.pdf
  2. I_D_Class_Scheduling_Proposal_09-165.pdf
  3. ID Art Certificates of Accomplishment1.pdf
  4. ID AA Degree and Certificate of Achievement2.pdf
  5. ID Annual FTS 2.pdf
  6. ART Annual FTES 2.pdf
  7. ID Annual Review 3.pdf
  8. Spring Retention3-12.pdf
  9. Spring Success3-52.pdf
  10. Fall Success Rates2-41.pdf
  11. Fall Retention Rates2-21.pdf