Ohlone College
Program Review Report

Program Description and Scope:

1. Program Review Title: Interior Design
2. Academic year: 2013/2014
3. Review Type: Instructional Disciplines
4. Program/Departments: Interior Design (13001)
5. Authority Code: 45-Dean, Arts and Social Sciences
6. External Regulations: Yes  No X
7. Provide a brief narrative that describes the instructional program/discipline.

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, Marketing, 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.

8. 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, Architecture, 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 many 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 concerns of homeowners.

9. 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. Adjunct faculty members are all active, practicing design professionals. The Interior Design Advisor’s Committee, comprised of practicing designers and educators is essential in helping to guide the program. At their suggestion the curriculum was revised and expanded to include business practices for Interior Designers, (ID 157 Professional Practice), a basic Color class (ART 104C), and beginning and intermediate CADD classes, (ID 155B and ID 155C). Intermediate Interior Design Studio, (ID 150C), is currently under planning. The Certificate of Achievement curriculum fulfills current educational requirements for professional certification in California. The involvement of our adjunct faculty and Advisor Committee participation will continue to be vital as the program continues to evolve to meet the ever-changing professional standards.

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 and are active on committees addressing the new buildings. Design students exhibit in the library and other areas and participate in the Annual Student Fine Art and Design 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 continue to expand, despite recent economic recession. There continues to be 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 program alumnae and 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 teamwork 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. Increase the number of students receiving associate degrees to a rate at or above the peer group average.

7. 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 adheres to, and supports these standards.

Interior design is also an evolving field; practitioners must stay current. A program can only be current if faculty stays current. Faculty members are practicing designers with professional affiliations requiring continuing education.

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.

1. 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 rotating schedule was devised to allow 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 class offerings was developed. Copies of the schedule are given to the counselors and are posted on the Interior Design web site.

Recent cuts to scheduled classes interrupted students’ progress through the curriculum. Another rotating schedule was revised (October 2013, attached), to address gaps created from cutting classes.

But the schedule needs to be revised again. Data generated from the Research and Planning Office support observations made by faculty in classes: the demographics of our programs’ students are changing. We see more full-time students, fewer with full-time jobs. Afternoon classes are filling quicker than evening classes. The rotating schedule addressed the needs of part-time students very well, but full-time students are having problems completing their degrees or certificates within 2 years. Students complain they are unable to get required classes within the time frame they need. Others have transferred to private schools because they could not complete the program here on time.

Supporting our students success continues to be the core of decisions guiding the development of all phases of the Interior Design Program. Another survey is currently under development to reassess our students’ specific and changing needs to see how our schedule can be further developed in response.

Students’ success could be further enhanced if their progress were automatically tracked through Datatel. This need continues to be one of our top priorities and will be re-addressed as a PIO. Through the use of school technology to help students plan and realize their goals, the Interior Design Department could help the school realize its objectives of increasing degree and certificates earned.

- Program SLOs & Assessment
Program SLO -

Identify, analyze, and evaluate design criteria and synthesize appropriate and creative design solutions.

- Indicate program assessment strategies used.
- Capstone course.
- 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.

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

The class was offered Fall 2012. The Interior Design faculty met in January 2013. At that time we realized this is not a viable program assessment strategy.

1). Although the class was designed as a capstone class, few students take it as a terminating course; they take the class when it is offered if it fits into their schedule. For some students, it is their first semester and first design or art class. Others have completed all other program requirements, are ready to graduate, and may even have considerable work experience. As a result, this class, like all others in the program, has
students with a wide range of skills. The course methods of evaluation and assessment strategies are valid. Student learning assessments for the course adequately measure individual student’s learning outcomes, and offer invaluable information for improving the course, but these assessments cannot be extrapolated to evaluate learning outcomes for the entire program.

2). The class is offered only once every three to four semesters. If the class gets cancelled it may be only offered once every three years. The gaps between assessment periods are too long to give the timely information necessary for disseminating feedback to create and implement functional improvement cycles.

3). Only one faculty member teaches this course. That faculty member felt overwhelmed with having the entire program assessment dependent upon such a narrow assessment. Other faculty wanted to be more involved with the assessment activity.

At a later meeting (May 2013), faculty proposed developing a rubric as a more collaborative assessment strategy. Faculty will meet again in January 2014 to continue developing the rubric as a program assessment strategy that can be used to evaluate and assess all program SLOs.

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

Interior Design faculty will each present students’ classwork deemed excellent, good, adequate and unsatisfactory for others to discuss with the planned outcome of defining assessment criteria useful for all faculty across the program curriculum. Faculty will meet in January of 2014 to develop this assessment technique.

Future Action (Improvements)

Dependent on outcome of assessment strategy development.

Program SLO -

Develop communication skills to illustrate design ideas and processes.

Indicate program assessment strategies used.

Portfolio
Culminating project

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).

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

This SLO can also be addressed in the planned rubric.

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

Future Action (Improvements)

**SLO Matrix**

*Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level*

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<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
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<tbody>
<tr>
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SLO Matrix Comments

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

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.

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.

Interior design students continue to perform well. Retention, completion and success rates remain considerably higher than the college's average, and although the data for the school is old, success rates for the college had been declining, while course success rates for the Interior Design program are increasing.

Over the life of the department, there had been notable growth in enrollment. But budget cuts to the school resulted in cut class sections, which reversed this trend. Multiple section and class cuts to the program in 2010 through 2011 resulted in a marked decline in enrollments. If class sections are increased, enrollments should again increase, especially if the new class offerings are tailored to the student population needs.

Data from the Research and Planning Office highlights two other trends that should be addressed.

The total number of Certificates of Achievement and Certificates of Accomplishment that the college awarded showed a huge decrease over the past ten years. At the same time very few certificates were awarded in Interior Design. But the number of awarded degrees and certificates measures college
success rate. Interior Design students are very capable students, as shown by their success rates. Yet they often are unaware of the availability of specific certificates, and uncertain of the process they need to go through just to obtain their earned certificates. To further the success rates of our students and to increase the success rate for the college, this process needs to be automated. (This need is addressed in the first program PIO).

The change in program student demographics warrants further study. Demographic data shows that Asian representation has increased, and is now significantly higher for Interior Design than for the rest of the district. White and Hispanic numbers have decreased. There are fewer younger students (19 and under), and more older students (ages 25-39). There continue to be more females than males. (This is common in Interior Design schools. Although the number of practicing professionals is fairly even, males tend to enter the field from other professions like architecture, construction, theater and engineering. Women enter the field through education). Other demographics have remained constant.

These population changes parallel observations made by faculty that fewer part-time, and more full-time students seem to be enrolled in classes.

This could have a significant impact on student success rate, as the existing rotating class schedule was devised with part-time students’ needs in mind.

A questionnaire, (using Monkey Survey), is currently under development to determine exactly who our students are, what their educational goals are, what they perceive as blocks to those goals, and how the department can best address their needs. This survey is to be completed during Spring 2014.

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

Lack of adequate funding continues to be the biggest detriment to the program. Only so much can be done with limited resources. The Interior Design and Art departments continue to operate on a rollover schedule. Classes that were cut need to be restored and additional sections of over-enrolled classes need to be added so students can successfully complete their program goals in a timely manner. The current rotating schedule no longer serves student’s needs and
needs to be expanded.

		
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.

Lack of adequate funding for staff also hinders the future level of possible student success for the program. At present, the person assuming full-time responsibility for all program administrational duties is actually working part-time hours, splits the teaching load with art department, and will retire in May 2016. A well-paid, part-time administration position is needed to ensure the continuity of the department’s success.

Describe any additional notable program achievements (optional).

Additional Program Table Data

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 you findings. Use these data and trends to prioritize, revise, or develop new PIOs

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.
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.

Cutting class sections results in decreased enrollments.

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 varies wildly from school to school. There is no Transfer Degree in Interior Design. 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:  
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. Although the Deans of the College are addressing this PIO, no action has been taken. It should continue to be a priority.

Action Plan

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.

Staffing

Additional part-time staff position. Additional time required from staff, faculty, administrators, and counselors.
Equipment (other than technology)

na

Technology

IT staff / Datatel programmer

Facilities

na

Assessment Plan

How will you assess the effectiveness of your PIO?

Solicit student feedback to determine student awareness of degree and certificate requirements.

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.
4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.

PIO Assessment

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.

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.

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. The need for this information was discussed at the Interior Design Advisors Meeting.

Future Action
Current level of focus maintained. Describe.

Current level can only be maintained until the budget improves and other school groups push this initiative.

Objective:

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

Action Plan

Survey current professional practices to identify emerging trends and practices in the field of Interior Design. Update curriculum by offering new courses. Separate multi-level sections.

Staffing

Additional faculty positions for practitioners current with professional
trends. Lab technician. Program administrative assistant.

Equipment (other than technology)

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

Technology

Updated computers and software, including Adobe, Revit, and Auto CAD.

Facilities

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

Assessment Plan

How will you assess the effectiveness of your PIO?

Feedback from Advisory Committee, practicing professionals, alumni and students.

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

PIO Assessment

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.

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.

Intermediate AutoCADD for Interior Design (ID 155C), was added to the curriculum and will be offered Spring 2014. The impact on student learning can be assessed after the class has been offered.

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

ID 155C will be taught concurrently with ID 155B. No additional resources are needed until there are funds available to separate sections and add more class sections.

Future Action

Strategies to promote improvements. Specify.

Add ID 150C as a continuation studio after ID 150B to further explore industry trends through simulation-type class projects.

Update ID 154 Contemporary American Home.

Update ID 159A Residential Lighting

Funding is needed for curriculum to expand to incorporate classes that address these new industry concerns and to pay adjunct faculty teaching the classes to revise the curriculum.
**Outside Review Results**
List each team members name and title.
None.

Discuss key feedback provided by team and how it was incorporated into the report.
None.

**Attached Files**
- PR_ART.pdf
- I_D_Class_Scheduling_Proposal_09-165.pdf
- ID Art Certificates of Accomplishment1.pdf
- ID AA Degree and Certificate of Achievement2.pdf
- ID Annual FTS 2.pdf
- ART Annual FTES 2.pdf
- ID Annual Review 3.pdf
- Spring Retention3-12.pdf
- Spring Success3-52.pdf
- Fall Success Rates2-41.pdf
- Fall Retention Rates2-21.pdf