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Follow-up Response
Form for Response to External Review
Committee
Instructional

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The ID number for this form is 33. You will need this number to update or edit your submission in the future.

Name of Division:	Language, Communication, and Fine Arts
Name of Department:	Interior Design
Name of Program:	Interior Design
This Program Review is being conducted during year:	2008-2009
Names of Staff or Faculty Completing Follow-Up Response:	Ann Fry

I. Program's/Department's Purpose

State the purpose of the program/department. How is this purpose within the mission of Amarillo College?

[Interior Design Purpose Statement:](#) The Interior Design program will provide design education and training as a preparation for articulation into accredited interior design programs at the university level or as decorating practitioners in the regional workforce.

[Amarillo College Mission Statement:](#) Amarillo College, a public community college, is dedicated to providing educational, cultural and community services and resources to enhance the quality of life for the diverse population in the service area.

Core Purposes:

- Improving the quality of lives through learning.

- Advancing communities and the people within them.

The Interior Design Program at AC supports the overall mission and purpose of AC through its educational goals. Students who graduate from this program have enhanced skills for personal use as well as skills leading toward further education or a job in the local region.

Does the answer include a purpose statement for the office/department?

Does the answer indicate how this office/department is within the mission of Amarillo College?

Acceptable

Followup Response

NO ANSWER

When was the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department?

Last Revision: Spring 2008

Last Review and update: Fall 2008

Does the answer indicate the last time the program's/department's purpose statement was reviewed/revised by faculty and staff in the program/department? Does the answer indicate how this program/department is within the mission of Amarillo College? within the mission of Amarillo College?

Acceptable

Followup Response

NO ANSWER

If the program/department offers continuing education credits, how are these courses consistent with the mission of Amarillo College?

Students are offered the opportunity to take several courses each year through the continuing education program and these courses are linked to for-credit courses within the interior design program. The student has the opportunity to apply for college credit resulting from the continuing education coursework through testing and project development by the program faculty. By requiring the same level of coursework by CE and for-credit students, the program maintains the mission of AC by Improving the quality of the students' lives through learning.

Does the program/department offer continuing education credits? Does the answer indicate how these courses are consistent with the mission of Amarillo College?

Acceptable

Commendation

Cooperation between academic and continuing education programs enhances student options and better utilizes college resources.

Followup Response

NO ANSWER

Does the program have admissions policies?

no

Where are the policies published?

Are all the locations where the policies are published included in the answer?

N/A

Followup Response

NO ANSWER

E.) Explain how these policies are consistent with the mission of Amarillo College.

Does the explanation of how the policies are consistent with the mission of Amarillo College appear to be accurate?

Acceptable

N/A

Followup Response

NO ANSWER

F.) Is the program/department accredited?

yes

Which agencies or organizations accredit the department/program?

Currently the Interior Design program at AC is considered a supported program by the [National Kitchen and Bath Association](#), an interim development period toward full accreditation.

Are the complete names of the agencies or organizations which accredit the department/program cited?

Acceptable

Followup Response

NO ANSWER

G.) How many years are in the accreditation cycle?

3

How many years are in the accreditation cycle?

Acceptable

N/A

Followup Response

NO ANSWER

H.) When were the accreditations affirmed or granted?

Supported Program Status was awarded in 2005.

When were the accreditations affirmed or granted?

Acceptable

Followup Response

NO ANSWER

I.) What is the current status of the accreditation?

In Process of Renewal

Are the current statuses of the accreditations identified (e.g. accredited, in process of renewal, in process of candidacy, other)?

Acceptable

If not required, is the program eligible for accreditation?

N/A

Has this program/department sought accreditation even though it is not required (e.g. yes; If no, explain)?

N/A

Followup Response

NO ANSWER

J.) Is this program/discipline required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses?

no

Identify the external approver(s) for the department/program.

IF the program/discipline is required to receive approval from an external agency or organization (other than the Texas Higher Education Coordinating Board) in order to offer courses, was (were) the external approver(s) for the department/program identified?

N/A

Followup Response

NO ANSWER

K.) What approval schedule is required by the external approver(s)?

Was the approval schedule required by the external approver(s) identified?

N/A

Followup Response

NO ANSWER

L.) When did the program/department last receive approval?

When did the program/department last receive approval?

N/A

Is the reason why the program/department is required to receive this approval clear?

N/A

Followup Response

NO ANSWER

II. Program's/Department's Improvements based on Planning, Evaluation and Assessment

Identify at least one example of an improvement/revision which resulted from the annual PET forms for the last five years.

We do not have 5 years of data for analysis as yet, however, in a continuing effort to offer coursework meeting industry standards for interior design education, the curriculum has been updated twice in the last five years to reflect industry-identified competencies as well as local employment opportunities.

After reviewing at least one example of improvements/revisions that resulted from the annual PET forms for the last five years, determine the extent that this program/department has used the PET forms to make improvements/revisions. Does this meet the minimum expectations for using PET forms to make improvements/revisions to the program/department?

The question implies "within" the last five years. Do not need five years of data. Has the department submitted a PET form in the last year or two? And if so, can department "Identify at least one example of an improvement/revision which resulted from the annual PET forms" and answer the follow-up question related to the PET form?

Recommendation

Followup Response

At the time of this review, there were no recent PET forms on file. However, as a result of the new format and resulting PET forms, we are now tracking the transfer rate of our majors and encouraging the development of individual portfolios to promote

that transfer process. The articulation agreement with Texas Tech is also reviewed at least every 3 years to evaluate student needs in the transfer process as reflected in the PET form criteria.

Identify at least one example of improvements/revisions which resulted from the last Program Review.

The Interior Design Department has not been reviewed within the last five years, so there is no data from which to complete an analysis.

After reviewing at least one example of improvements/revisions that resulted from the last Program Review, determine the extent to which this program/department values the Program Review process to make improvements/revisions.

Acceptable

N/A

Followup Response

NO ANSWER

Identify all the delivery approaches used for courses within this program/department: (Select all that apply).

traditional classroom, video,

After reviewing all delivery approaches for courses within this program/department, is this program positioned for growth? Does the committee have recommendations for delivery options which will provide additional growth?

Web

After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

Acceptable

Followup Response

NO ANSWER

Identify at least one example of an improvement/revision that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015.

All classrooms used by the Interior Design Department are "smart" classrooms with updated audio/visual systems which include availability of connecting to internet resources. This corresponds

to strategy 5 of the [Amarillo College Strategic Plan](#).

After reviewing at least one example of improvements/revisions that is a response to accomplish a strategy or tactical objective within the Strategic Plan 2010-2015, determine the extent to which this program/department has contributed to the implementation success of the Strategic Plan? Does this department/program understand how it relates to the institution's future based on the Strategic Plan?

Acceptable

Does this Committee have recommendations as to how this program/department may contribute to the implementation of the Strategic Plan?

N/A

Followup Response

NO ANSWER

Provide names and titles of those who determined the process used to assess outcomes of the program and/or courses in the department.

Ann Fry, ASID, CKD; Program Coordinator

Velvet Knight, Allied Member ASID; Adjunct Faculty

Denese Heinen; Adjunct Faculty

Has the program/department had a broad base of involvement from a majority of faculty and staff with the program/department regarding implementation of student learning outcomes of the program(s) (or department) and courses? What recommendations does the committee have for increasing involvement?

Acceptable

Followup Response

NO ANSWER

Explain the primary reasons behind the competencies that were selected.

The Council for Interior Design Accreditation is the primary accrediting agency for 4-year programs of Interior Design. In order to develop and maintain articulation agreements, the competencies listed by [CIDA](#) are used as guidelines for curriculum and course development.

Do the selected competencies appear to be valid?

Acceptable

Followup Response

NO ANSWER

Identify the primary reasons for the assessment tool(s) selected. Interior Design is a skill-based profession. Most courses are theory based and skill development is dependent upon understanding of the theory. As a result most courses incorporate written tests to assess the basic levels of cognitive development of the student as well as project-based assignments which measure evaluation, analysis, and evaluation skills in taking a project to completion.

Will the assessment tool(s) selected provide valid and reliable results?

Acceptable

Followup Response

NO ANSWER

Evaluate the assessment approaches to date.

Project-based learning is standard practice in programs of interior design. It can measure not only cognitive learning, but psychomotor skills including illustration, drafting, and CAD. Since effective projects require a good understanding of theory as well as application, this tends to be a successful approach to assess skill development.

Evaluate the assessment approaches to date.

Acceptable

Followup Response

NO ANSWER

For student or program/course outcome assessments, review the program's/department's five-year graph(s) of quantitative results or provide a brief narrative summary of qualitative results.

We currently only have 1 year of data and have yet to identify a trend. However, 2 students did continue their interior design education at a 4-year accredited program (Texas Tech University).

Review the program's/department's five-year graph(s) of quantitative results for student or program/course outcome assessments, or provide a brief narrative summary of qualitative results.

Acceptable

Followup Response

NO ANSWER

Review the five-year graph(s) of course completions for the program/department. 1. Explain any increase or decrease that is more than a one-year anomaly.

What changes have been made in the curricula of the program/department because of the analysis of these results?
We have yet to have enough data to fully analyze the results.

Have any changes been made in the curricula because of the analysis of these results?

Acceptable

Followup Response

NO ANSWER

[Course completions](#) have remained relatively stable for the last five years.

Does the review of the five-year graph(s) of course completions demonstrate the use of analysis to implement a plan of action for retention?
Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Acceptable

Followup Response

NO ANSWER

Provide the program's/department's plan of action for improving any identified problem or results from the implementation of the plan of action.

Many students who enter the field of Interior design do not really understand the scope of the profession and as a result, withdraw from the program. To aid students in understanding the full scope of the interior design profession, an introductory course will be added to the curriculum emphasizing the variety of professional opportunities within the field.

Will the plan of action likely improve the number of course completers?

Acceptable

Followup Response

NO ANSWER

Does the program/department provide for alternative methods of awarding credit? (Select all that apply).

Tech-Prep Credit by Exam Department Examinations

Has the program/department provided for alternative methods of awarding credit? If not, which alternative methods would be recommended?

What approaches are used to assure outcomes are comparable to those expected of students who enrolled and completed the course?

Acceptable

Followup Response

NO ANSWER

For general education and/or core curriculum required by this program/department, identify the relevant competencies approved by the Academic Affairs Committee (See Catalog section entitled Degrees and Certificates: General Education Competencies).

The general education requirements for programs offering associate degrees are listed in the [AC Catalog](#)

Have all relevant competencies for general education and/or core curriculum been identified for this program/department? If not, which are obviously a part of this program/department's general education competencies?

Acceptable

Followup Response

NO ANSWER

Explain how outcomes for the competencies have been assessed and achieved and provide links to the documentation.

[Principles for assessment at Amarillo College](#) and [General Education Competencies](#) are listed in the Amarillo College catalog.

Is the explanation of assessment approach(es) for general education competencies (outcomes) thorough? Is the analysis of the results accurate?

Have links to documentation which verify the assessment results been included?

Unacceptable

Recommendation

Please review the question. Believe it is asking for specifics relating to department, not general guidelines as described in the Amarillo College catalog.

Followup Response

Assessment of competency outcomes is addressed in the current PET forms by the development of student projects at the end of completed courses. These completed projects are placed into the students' individual portfolios. The portfolio is used by the student to obtain employment through illustration of acquired skills or through presentation of the portfolio to 4-year institutions to document acquired skills as a determination of placement into that university program.

Site for Interior Design PET forms:

http://www.actx.edu/archives/files/filecabinet/folder8/Interior_Design_PET_2008_2009.pdf

Outline a plan for correcting any weaknesses.

Student work is assessed throughout their enrollment in the program. As students are identified as having difficulties with basic competencies as related to general education, they are referred to [Advising and Counseling](#) for help in remedial work.

If assessment results and analysis are included, is there a plan for correcting any weaknesses included?

Acceptable

Followup Response

NO ANSWER

Do students/graduates in this program/department have to be certified or licensed?

no

Review the results for certification/licensure results of the program/department and/or job placement for the past five years. Explain any increase or decrease that is more than one-year anomaly.

Provide a plan of action for the identified problem.

IF students/graduates in this program/department have to be certified or licensed, do the results over the past five-years indicate that certification/licensure have been equal to or greater than the average of the past five-years AND/OR equal to the statewide or national benchmark for this certification/licensure? IF NOT, does the analysis and plan of action appear that the program/department has thoroughly reviewed the problem?

N/A

Is the program's/department's plan of action for improving any identified problem or results likely to improve the certification/licensure results? Did program/department explain any increase or decrease that is more than a one-year anomaly? Does the plan correct any weaknesses included? If not, what is missing?

N/A

Followup Response

NO ANSWER

R.) IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the

program/department included an explanation of the job placement success during the past five years AND are these results at least equal to the statewide annual benchmark (90%)? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

[Texas Higher Education Coordinating Board Data](#)

Overall, the data seems to be fairly constant.

IF the department or program offers one or more technical programs (Associate in Applied Science or Certificates), has the program/department included an explanation of the job placement success during the past five years? Is the analysis of any increase or decrease that is more than a one-year anomaly accurate?

Acceptable

Recommendation

Interior Design is a small department. Consider a division-wide approach to common data collection and evaluation goals, as well as student job placement, shared by all, or most, departments within the division that is realistic given current staffing constraints.

Followup Response

Being located on the West Campus has limited our access to some division resources. The program is scheduled to move to the Washington Campus summer 2011 and we should be able to work with other related programs to share staff, faculty, and other resources to improve placement and overall enrollment.

S.) Provide a plan of action for the identified problem.

Increase contact with former students through building an alumni base.

Is the program's/department's plan of action for improving any identified problem or results likely to improve the job placement rate for graduates of the technical program(s)?

Acceptable

Recommendation

Please see previous comment. Improved job placement and other functions as described require additional staffing support. Current staffing structure is equipped to address teaching issues but needs help with other support issues.

Followup Response

See previous reply.

III. Curricula

Does the program/department have affiliation(s)/agreement(s)/contract(s) with any other entity for the purpose of delivering instructional content?

Review the affiliation(s)/agreement(s)/contract(s), consider Amarillo College's mission, and then make a recommendation to: Provide an analysis of the review.

If the program/department has affiliation(s)/agreement(s) with any other entity for the purpose of delivering instructional content, do these affiliations/agreements make it clear that Amarillo College maintains the responsibility for controlling all aspects of the educational program? Has the College ensured the quality of the program with these affiliations/agreements? If so, how? What is the schedule for reviewing the quality of these programs? Has the College ensured that programs remain with Amarillo College's mission?

N/A

Followup Response

NO ANSWER

How many curricula changes were approved by the Academic Affairs Committee during the past five years?

2

Which steps in the curricula change process had faculty involvement prior to submitting the curricula proposal(s) to the Academic Affairs Committee?

Faculty as well as the Advisory Committee are involved in all curricula proposals prior to submission to the Academic Affairs Committee.

Was the departmental faculty involvement documented and broad in representation? If not, what steps within curricula change process should have had more proof of greater departmental faculty involvement? Is the primary responsibility for curricula changes under the control of faculty?

Does the program have a qualified faculty member in charge of the program's coordination and curriculum development?

Acceptable

Followup Response

NO ANSWER

Is any program within the department a technical program (e.g. AAS or certificate)?

yes

When was the last Advisory Committee meeting?

Spring 2008

Provide a link to the minutes of the last Advisory Committee(s) minutes in the Electronic Archives.

Interior Design Technology [Advisory Committee Minutes](#) for Spring 2008

Provide a link to the appropriate committee membership of the Advisory Committee(s) in the Electronic Archives.

[Interior Design Technology Advisory Committee Membership List](#)

If the department offers an AAS and/or certificate, do the minutes of the Advisory Committee prove that the curricula for each program is appropriate to the degree and/or certificate? Has the Advisory Committee been consulted in designing each degree and certificate? Has the Advisory Committee met at least once a year and been provided ample opportunity to guide the faculty in curricula changes?

Acceptable

Is the membership of the Advisory Committee broad enough to provide the scope of advice necessary for input on curricula? If not, what changes are recommended to the program/department?

Acceptable

Followup Response

NO ANSWER

IV. Enrollment Data

After receiving the data indicating the number of students enrolled in the program/department, by total students, number of full-time equivalents, and number of completers, determine if there is more than a one-year anomaly.

Enrollment of students and completers seems to rise and fall with the economy, but overall remain relatively constant.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics?

Acceptable

Followup Response

NO ANSWER

Create an action plan for needed improvement and commendation for any dramatic improvement.

Recuiting is always part of the strategic plan for technical programs. We are also planning some minor changes in the curriculum that are designed to increase retention and transfer to 4-year programs.

Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline?

Acceptable

Does the External Review Committee have any other analysis or recommendations for increasing enrollments based on the program/department's data?

Acceptable

Followup Response

NO ANSWER

For programs/departments with majors, review the graphs of program majors and the number of new majors by year. 1. Provide an analysis of the program's/department's faculty. [Student enrollment](#) has maintained a fairly consistent enrollment until 2007 where there has been a definite decrease. Besides the usual economic reasons, the popularity of HGTV as well as the non-realistic expectations of new students influenced by this phenomena may have precipitated a decrease in retention. The State of Texas has also increased its educational requirements for interior design education with regards to title registration. By requiring a 4-year degree from a CIDA-accredited institution has discouraged some students from continuing within the program.

DT_DEPT TermType

INDS All

AcaYr Sum of Headcount

2003	168
2004	155
2005	163
2006	150
2007	123
Grand Total	759

We are currently working on a curriculum revision to address these

and other issues regarding retention as well as further developing the Kitchen and Bath Professional Certificate option.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding students enrolled as majors within the program/department? Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations for increasing the number of students majoring in this program/department based on this program's/department's data?

Acceptable

Followup Response

NO ANSWER

V. Resources

Faculty 1.) Review the five-year graph(s) of the student to faculty ratio in the program/department. a. Explain any increase or decrease that is more than a one-year anomaly.

[Ratio of students to faculty](#) has fallen relative to the slight decrease in enrollment, but is expected to remain fairly consistent in the coming years.

Does the analysis by the faculty and staff of this data address any obvious problems/declining statistics regarding student-to-faculty ratio within this program/department?

Acceptable

N/A

Followup Response

NO ANSWER

Provide an action plan for improvement of any identified problem. Changes in student enrollment seems to follow economic trends, however, recruitment efforts will be on the increase. The program is involved in several institutional efforts to encourage enrollment in technical programs includ

Does the action plan or commendation address the problem addressed within the analysis? Does it appear that implementation of the action plan will resolve the problem and correct the decline? Does the External Review Committee have any other analysis or recommendations regarding student-to-faculty ratio within this program/department?

Acceptable

N/A

Followup Response

NO ANSWER

In the database for Roster of Instructional Staff (also known as Faculty Roster), review the credentials of each full-time and part-time faculty member within the program/department.

[Interior Design Technology Faculty Roster](#)

Identify any faculty teaching a transfer course which, according to the information within the database for Roster of Instructional Staff (also known as Roster of Faculty) do not meet the requirements of faculty teaching a transfer course and explain the credential problem. Identify any faculty teaching a technical course which, according to the information within the database for Roster of Instructional Staff (also known as Roster of Faculty) do not meet the requirements of faculty teaching a technical course and explain the credential problem based on SACS requirements and/or THECB requirements. Identify any faculty teaching a developmental course which, according to the information within the database for Roster of Instructional Staff (also known as Roster of Faculty) do not meet the requirements of faculty teaching a developmental course and explain the credential problem.

Acceptable

Followup Response

NO ANSWER

List the names and the last date for all full-time faculty evaluations based on the schedule indicated in the Faculty Performance Review (FPRP).

Ann Fry, ASID, CKD; Program Coordinator for Interior Design

Date of Last Evaluation by Supervisor: 3/10/2008

Date of Last Student Evaluations: Fall 2008

If any full-time faculty member (or Board-appointed faculty member) has not been completed the Faculty Performance Review (FPRP) within the past two years and is listed in the aforementioned Roster of Instructional Staff (also known as Roster of Faculty), identify the faculty member's name and the date of the last FPRP.

Acceptable

Followup Response

NO ANSWER

List the names of each part-time faculty and the last date of evaluation by students and supervisor for each course taught.

Denese Heinen: Last student evaluations: Fall 2008; Last Supervisor evaluation: Spring 2007

Velvet Knight: Last student evaluations: Fall 2008; Last Supervisor evaluation: Spring 2007

If any part-time faculty member has not been evaluated by both students and supervisor for each course taught within the past year and is listed in the aforementioned Roster of Instructional Staff (also known as Roster of Faculty), identify the faculty member's name and state the specific problem.

Acceptable

Followup Response

NO ANSWER

Amarillo College's Board Policy Manual defines each faculty member's academic freedom as full freedom in the classroom in discussing the subject being taught and to pursue research and publications. However, a faculty member must not attempt to force on students a personal viewpoint and must at all times allow for diversity of opinion. Has anyone in the program/department filed a grievance for violation of the aforementioned academic freedom?

no

If anyone within the department has filed a grievance for violation of academic freedom based on the definition stated in Amarillo College's Board Policy Manual, briefly describe the violation (excluding personal identifiers) and the total number of violations.

Acceptable

Followup Response

NO ANSWER

Library 1. Which of the following library collections/resources/services have been used by faculty, staff and/or students within the past five years? (Select all that apply). Reserve collection Reference collection Interlibrary loan Classroom instruction Personalized instruction Electronic journals

Does it appear that the library collections/resources/services used by the faculty, staff, and/or students within the past five years are accurate and thorough?

Acceptable

Followup Response

NO ANSWER

H.) Which two or three collection/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Has the program/department identified which two or three collections/resources/services should be improved to support Amarillo College's mission regarding teaching and service?

Acceptable

Recommendation

Followup Response

NO ANSWER

Does your program/department have discipline accreditation?

yes

How has the library participated in this discipline's accreditation?

The Council for Interior Design Accreditation accredits 4-year interior design programs. While the AC program is not a 4-year program, the library has always accommodated the program's need for appropriate resources.

Does the program/department have a discipline accreditation? IF SO, has the library participated in completing the approver's evaluation?

Acceptable

Followup Response

NO ANSWER

Technology and Security/Privacy 1. After assessing the strengths and weaknesses of the program's/department's access to technology, what improvements would ensure that students have access and training in the use of technology?

Movement of computer lab into same building as program classrooms.

Access to WIFI in all areas of college

Does the program's/department's assessment of strengths and weaknesses include ways to improve both students' access to & training in the use of technology?

Acceptable

Followup Response

NO ANSWER

What improvements would ensure that students use technology?

Access to WIFI in all areas of college

Continued incorporation of projects requiring research beyond textbook resources within the curriculum

Does the program's /department's answer include improvements that would ensure that students use technology? Are the recommendation(s) of this program/department feasible?

Acceptable

Followup Response

NO ANSWER

Review program/department operations. Does any operation present the possibility for violations of security, confidentiality, or integrity of student records?

no

What changes need to be made to prevent violations of this nature?

After a review of this program's /department's operations based on this Self-Study and any other information available to this Committee, does any operation present the possibility for violations of security, confidentiality, or integrity of student records? If so, describe those operations and identify the violation possibility in detail.

Acceptable

What changes need to be made to prevent violations of this nature?

Acceptable

N/A

Followup Response

NO ANSWER

Explain what aspects of the services need to be strengthened.

Do the Self-Study recommendations of this program/department for support services that need to be improved appear to be valid?

Acceptable

Followup Response

NO ANSWER

Support Services for Students 1. Which support services need to be strengthened to better serve students in this program/department?

Students with English as a second language often have difficulty in understanding concepts as a result of not being able to fully comprehend the professional vocabulary which is used to explain the theory.

Followup Response

NO ANSWER

Describe any indicators or problems that prevent a healthy, safe and secure environment for the students, faculty and staff of this program/department.

Are recommendations to assure a healthy, safe and secure environment for staff and students of this program/department valid? Are any of these recommendation(s) more significant and/or urgent?

N/A

Followup Response

NO ANSWER

Describe any indicators or problems that hamper adequate physical facilities, both on and off campus, to meet the needs of the program/department.

Do any of the problems or concerns regarding adequate physical facilities appear to be significant and/or urgent? Are there any other needs which this Self-Study didn't cite but are critical based on other information? Which of these needs are most significant and/or urgent?

N/A

Followup Response

NO ANSWER

VI. Budget

Which program/department outcomes have resulted in budget requests to date?

Outcome #1: In order to maintain a current knowledge of interior design trends, travel to the Kitchen & Bath Industry Show (KBIS) sponsored by NKBA has been funded at least every 3 years as required by the [NKBA](#) for supported or accredited programs.

Outcome #2: In order to encourage graduating students to continue their educations at 4-year accredited programs of interior design, travel to the regional meeting for the [Interior Design Educator's Council \(IDEC\)](#) has been funded for the last two years. Establishing contacts with other schools of interior design helps to continue development of additional articulation agreements as well as aid students in the transfer process, including targeted portfolio development.

Commitment to maintain up-to-date equipment for students to train with: large format copier, drafting desks, audio/visual equipment, computers for faculty and student labs

Have any of this program's/department's outcomes resulted in budget requests to date? If not, why not?

Acceptable

Followup Response

NO ANSWER

Project the program's/department's strategic initiatives for the next five years based on the program's/department's outcomes. Development of at least 2 additional articulation agreements with [CIDA](#)-accredited programs in Texas.

Has this program/department been able to project strategic initiatives for the next five years based on the program's/department's outcomes? If not, what appears to be blocking this program/department from accomplishing this?

Acceptable

Followup Response

NO ANSWER

VII. Publications

If the program/department publishes any advertising or recruitment documents (electronic or paper), do the documents accurately represent Amarillo College and the program/department?

yes

If no, explain what is inaccurate.

IF the program/department has published any advertising or recruitment documents (electronic or paper), check at least one copy of each document and determine whether it accurately represents Amarillo College and the office/department?

Acceptable

IF anything appears to be inaccurate, identify the apparent violation.

N/A

Followup Response

NO ANSWER

B.) Does the program/department publish any documents (electronic or paper) with references to SACS accreditation?

no

Are the references in compliance with SACS approved statement? Which reference is not in compliance? Describe how you will assure compliance for all references in the future.

IF the program/department has published any document(s) with a reference to SACS accreditation, are all references consistent with the approved statement? (Approved reference: Amarillo College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097 or call for questions about the accreditation of Amarillo College.) IF any references are inconsistent, identify all documents with the inconsistent reference(s).

Acceptable

IF the Self-Study did identify the inconsistencies, does the plan for assuring future compliance appear to correct the problem? IF the Self-Study did NOT identify all inconsistencies, what plan does this Committee recommend?

N/A

Followup Response

NO ANSWER

VIII. Other

State any additional comments/concerns which may impact this program/department during the next five years.

IF additional comments/concerns were included in the Self-Study regarding items which may impact this program/department during the next five years, what recommendations and/or concerns are warranted? IF NO such items were included in the Self-Study but this Committee feels such comments or concerns are valid, cite them and include any relevant recommendations.

N/A

Followup Response

NO ANSWER

Name :

11

Comments :

<u>S</u> end To Administrator	Cancel
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