

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Department: Design and Consumer Education

Instructional Discipline Reviewed

2007-08

1. 3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
A. Enrollment at Census	1,308	1,445	1,572	<i>Self Explanatory</i>
B. Census Enrollment Load %	100.08%	91.70%	90.62%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
C. WSCH	5,266	5,579	5,878	Weekly Student Contact Hours
D. FTES	175.54	185.97	195.92	One Full-Time Equivalent Student = 30 WSCH
E. Total FTEF	11.75	13.17	13.99	Total Full-Time Equivalent Faculty
F. WSCH/FTEF	448	424	420	WSCH Generated per Full-Time Equivalent Faculty Member
G. Full-time FTEF	4.60	5.60	5.24	FTEF from Contract Faculty
H. Hourly FTEF	5.64	5.76	7.24	FTEF from Hourly Faculty
I. Overload FTEF	1.51	1.81	1.51	FTEF from Contract Faculty Overload
J. Part-Time FTEF	7.15	7.57	8.75	Hourly FTEF + Overload FTEF
K. Part-Time FTEF %	60.85%	57.47%	62.54%	Percent of Total FTEF Taught By Part-Time Faculty
L. Retention Rate	91.36%	92.58%	92.26%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
M. Success Rate	71.47%	70.82%	69.66%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
N. Degrees Awarded	26	34	30	Total number of Degrees awarded for the Full Academic Year
O. Certificates Awarded:	29	42	37	Total number of Certificates awarded for the Full Academic Year
P. - Under 18 Units	2	3	5	Total number of Certificates awarded for the Full Academic Year
Q. - 18 or More Units	27	39	32	Total number of Certificates awarded for the Full Academic Year

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

- A. Enrollment at Census – The enrollment in the department has continued to increase and will increase more when several programs (5 classes) come into our department next year.
- B. Census Enrollment Load 5 – We are slightly above the 85% as a department and we could add several more sections.
- C. WSCH – With an increase in enrollment we have also had an increase in weekly student contact hours.
- D. FTES – Our FTES has continued to increase over the last 3 years.
- E. Total FTEF – We currently have 6 full-time teachers in our department and the total FTEF clearly tells us that we can increase by several positions our full-time faculty.

- F. WSCH/FTEF - The college expectation of WSCH/FTEF is 525. Our WSCH/FTEF is 420 for the fall semester of 2006. There are several factors that contribute to this situation including room size limitations.
- G. Full-Time FTEF - The FTEF went down from what it was in 2005 even though we hired 1 new full-time faculty person in 2004. This may be the result of increased enrollment and the addition of class sections.
- H. Hourly FTEF – The hourly FTEF jumped several points as new sections were added. This number also jumped up because of a sabbatical leave and the addition of 5 part time faculty.
- I. Overload FTEF – The overload FTEF for full-time faculty decreased from fall of 2005 to fall of 2006. We had a contract faculty person's class cancel because of low enrollment and that full-time faculty person picked up a course from an hourly faculty in order to fulfill their contract obligations.
- J. Part-Time FTEF – We have 8.75 FTEF. We have the potential to hire several more full-time faculty members in order to even get anywhere closer to the 75-25 ration mandated by the state.
- K. Part-Time FTEF% - 62.52 % of our courses are taught by adjunct. The number has dropped a bit in the last three years as we have hired a contract faculty person for Drafting Technology and Interior Design.
- L. Retention – The retention rate for the department is 92.26%. That is a good percentage for retention but it is quite different from the success rate. Students are staying enrolled but not doing passing work, not dropping the course if they stop coming, the instructor is not dropping them after substantial absences, or they simple are not choosing to do the work or they are not able to do the work to a passing standard as established by the teacher. This is an area of great concern to us as a department. We need to increase our success retention rate.
- M. Success Rate – Our success rate is down from last fall semester. We need to be very concerned about this and work with our staff and students to narrow the gap between retention and successful completion of the work.
- N. Degrees Awarded – There may be several reasons why our students are not receiving degrees from Palomar College. Students are increasing their skill level in order to find immediate employment, students are preparing to transfer to a four year institution, they may only be interested in a few classes and they may be choosing a certificate only.
- O. Certificates Awarded – Our certificate completion went up in the fall of 2005 and then back down in the fall of 2008. We believe that we need to do a job of assessing of our students when they first come into the program; we need to continually encourage them to complete their 1st two years at Palomar College; although if they already have a degree or they are transferring to a 4-year institution they may choose to bypass the certificate.
- P. Under 18 units – There is only one program of that sort in the department and it is being deleted from the curriculum right now.
- Q. Certificates went up from fall of 2004 to fall of 2005 and then dropped in the fall of 2006. Many students are planning to transfer, come are doing retraining, and some leave our area for a while to complete their general education courses and then they return to finish our programs.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>The curriculum in most of our programs has been updated since 2004. New classes have been added in each area. Required courses in several programs have been added or changed, and others deleted. Software changes have necessitated changes in curriculum and new certificate programs. We continue as a department to increase our articulation agreements with high schools and colleges so that the students can advance more quickly through our requirements and therefore complete their work in a timelier manner. We work with those that intend to transfer to 4-year colleges and universities so that there is a smooth transition of coursework. All of the programs in the department are required to have advisory boards. We each meet with our boards at least one time per year. Their input is taken very seriously and we adjust our curriculum and expectations of our students according to their advice and expertise. Each area in the department has presented labor market information in detail according to the discipline. (See specific discipline IRPs)</p>	
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>We are much attuned to the student's choices of classes, times of day when students want to take their classes, and methods they are willing to use to get their coursework successfully completed. In light of that, we work very hard to make the courses available to them when and how they want to take them. We are all limited by our room space and continue to be very creative in our offerings. Courses in our department are offered in prime morning times, they are offered in the afternoon, and they are offered at night. If necessary, we offer courses on the weekend and at off-campus sites. Our number of online offerings continues to grow each semester. At the present time we offer 10 to 12 courses online each semester. A great effort is made to rotate courses in different semesters, especially our advanced courses with lower enrollment. We attempt to offer some of courses in the day one semester and at night the next semester. It certainly isn't a perfect system but the intent to meet the needs of our students is always in our minds.</p>	

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>We have constant need to upgrade our hardware and software in all of our programs. These inevitable upgrades also must be maintained with license agreements and we need financial support from the college above and beyond what we development in our budgets. When cuts take place in the budget of our department it is very difficult to maintain the high standard that is rightfully expected from those of us working in the classroom. The need for new and updated machinery such as sewing machines, large size printers, plotters for patterns and blueprints, specialized tables for fashion design, and drafting tables for Interior Design, Drafting Technology, and Architecture is at a critical place. Things are falling apart. The specialized furniture for the programs in our department are in dire need of replacement. There is also a great need for appropriate lighting in the Interior Design lab, the Fashion Lab, the Architecture lab, and the Drafting Technology labs. The industries that support our programs are constantly changing. It is the nature of their businesses. We need to stay on top of the latest technology if we are to appropriately train our students for success in the work world.</p>	
<p>b. Budget – budget development process, one-time funds, grants, etc.</p> <p>As mentioned above, we have very expensive yearly maintenance agreements and licensing agreements for the software used in the classroom that supports the industries for which we are training our students. We are very fortunate to have some auxiliary sources besides our normal college budget that has allowed our programs to stay afloat but more has allowed us to be on the cutting edge (barely most of the time and other times not so much) of technology in our respective disciplines. The cuts to our budget during the last few years and the mid-year cuts have been very hard on our areas. It is very difficult to plan appropriately when we never quite know how much money we will have or how long we will have it for. As a department, we recommend a 20% increase across the board to our budget. This request is not out of alignment with the changing economy and the need to continue to train and retrain the workforce during the very difficult times and in the times when the economy is flourishing. We have been tasked with this responsibility and the college promotes this as one of our missions as an institution of higher learning.</p>	

<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <p>The state of several of our classroom facilities can be summed up with the following descriptive words: inadequate, unhealthy, hazardous, deteriorating, and in disrepair. Several of our faculty members have health issues that relate to the space within which they teach.</p> <p>In light of the previous description the classrooms and labs are taking away from the ability to maintain professional standards in the work we expect to be produced by our students and in maintaining the credibility of our courses and programs.</p> <p>At the very least our present facilities need to be painted, carpeted, and properly lit.</p> <p>We have also been involved in the transition of ROP programs into the regular programs of the college. The ROP Upholstery Program would fit very nicely into our department. It is a well-run and profitable program. We have the need for an appropriate facility to house the machinery for this program. The resources necessary to even rent a space have not been approved by the college and so at this time we have no space for the program.</p>	
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <p>The Design & Consumer Education Department is submitting 3 proposals for hiring new faculty in our department based upon our FTEF. One is in the Drafting Technology area, one in the Fashion area, and one in the Family & Consumer Sciences area (Nutrition and Culinary Arts). Two of these three position requests are replacement positions vacant since 2002 and 2003.</p>	
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p> <p>We have 6 full-time faculty members in our department and an ADA at the present time. If we were to hire any more full-time faculty we would need at least a part-time assistant for the ADA.</p>	

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

“Provide up-to-date technology and related technical and equipment support for instructional purposes.”

Programs involved with career and technical training must respond promptly to changes in the job market, hiring practices, and expected skill-level and expertise of our students when they leave the college environment. We must train our workforce quickly and with accuracy to keep our population of workers employed and to prevent even more jobs moving offshore.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Learning Outcome: The students must be prepared for the technology explosion that continues to occur at a rapidly increasing rate. They must be skilled in the current software appropriate for the field in which they are training and have the ability to adapt to upgrades and changes that occur in the midst of their schooling so that they are immediately employable when they complete a program.

Assessment: The student's mastery of a skill is evaluated by the product they create, the visual representations that they assemble, and the portfolio they produce that is evaluated by an industry professional and given a letter grade of A, B, or C.

b. Discuss a learning outcome that is observable yet difficult to measure.

Observable Outcome: Student Satisfaction with Our Programs.

Assessment: The students will complete a survey when they enter the program, another one when they graduate from the program, and a 3rd one after they have been out of school and employed for 1 year. Our department is currently developing those surveys, they are being validated by the Research and Planning Office at Palomar College and will be distributed in the fall of 2008. (We have this opportunity because of a proposal brought forth by one of our department members and funded with VTEA money from the 2006-2007 school year).

7. Describe a discipline accomplishment that you want to share with the college community.

Our faculty and students are very interested in connecting with the community that is served by the college and have found a number of ways to be involved and incorporate the skills they are learning in school. The activities include involvement in the Cedars Fire Project, participation in the Vista Shelter Project, work with Habitat for Humanity, articulations with district high schools and their participation in our fashion show event in May.

In addition, Lori Graham is the representative at the state level for Interior Design participating on the Statewide Advisory Board in the Family and Consumer Sciences.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

n/a

10. Other comments, recommendations:

Please identify faculty and staff who participated in the development of the reviewer's planning:

Nancy Galli

Lori Graham

Dennis Lutz

Cristina Tejeda Sande Andre

Department Chair/Designee Discipline Review and Signature Date

Division Dean Review and Signature Date

*** By no later than 3/14/08, forward a hard copy to Instructional Services for review by IPC.**

*** Also, by no later than 3/14/08, forward an electronic copy to Institutional Research and Planning.**