**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2010-11**

**Purpose of Program 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.)

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| **Discipline: Architectural Drafting** | **2/17/2011** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2011)** |

**STEP I. ANALYSIS**

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|  |  |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2010 data are as of 1/30/2011 |  |
|  |  | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Definitions** | |
| **Enrollment at Census** | | 153 | 153 | 179 | 280 | *Self Explanatory* | |
| **Census Enrollment Load %** | | 93.29% | 98.71% | 116.99% | 102.19% | Enrollment at Census Divided By Sum of Caps (aka "Seats") | |
| **WSCH** | | 930 | 906 | 1,113 | 950 | Weekly Student Contact Hours | |
| **FTES** | | 31.00 | 30.19 | 37.11 | 31.67 | One Full-Time Equivalent Student = 30 WSCH | |
| **Total FTEF** | | 2.06 | 2.09 | 2.09 | 2.20 | Total Full-Time Equivalent Faculty | |
| **WSCH/FTEF** | | 452 | 433 | 533 | 432 | WSCH Generated per Full-Time Equivalent Faculty Member | |
| **Full-time FTEF** | | 1.20 | 1.20 | 1.33 | 0.95 | FTEF from Contract Faculty | |
| **Hourly FTEF** | | 0.33 | 0.33 | 0.36 | 0.66 | FTEF from Hourly Faculty | |
| **Overload FTEF** | | 0.52 | 0.55 | 0.40 | 0.59 | FTEF from Contract Faculty Overload | |
| **Part-Time FTEF** | | 0.86 | 0.89 | 0.76 | 1.25 | Hourly FTEF + Overload FTEF | |
| **Part-Time/(Total FTEF) %** | | 41.64% | 42.43% | 36.16% | 56.88% | Percent of Total FTEF Taught By Part-Time Faculty | |
| Student Achievement: **Non Distance Education Courses** | | | |  |  | Those NOT taught via Distance Ed (see below) methods of instruction | |
| **● Retention Rate** | | 94.44% | 95.30% | 97.87% | 92.80% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | 77.08% | 69.13% | 89.36% | 79.20% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| Student Achievement: **Distance Education Courses** | | | |  |  | Those taught via Internet, TV or non line-of-sight interactive methods | |
| **● Retention Rate** | | - | - | - | - | Non-W Eligible Grades (see next line) Divided by All Eligible Grades | |
| **● Success Rate** | | - | - | - | - | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades | |
| **Degrees Awarded** | | - | - | - | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2010-11) | |
| **Certificates Awarded:** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |
| **- Under 18 Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |
| **- 18 or More Units** | | - | - | - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2010-11) | |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
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| **There has been a steady enrollment increase in spite of the economic impacts and lack of building loans to local builders and contractors. Our students continue to transfer to Woodbury and New School of Architecture with a solid retention rate. The program split from Drafting Technology and student achievement numbers were included in drafting. This will be year one of our new Architecture Program for evidence gathering, structural and technology needs are integrated into fact processing.** |

| **I. B. Please summarize the findings of a Course or Program SLO assessment conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **The Architectural Program is scheduled for our first assessment cycle with Student Learning Objectives for classes this Spring. Examples of portfolio models will be compared with the previous years work. The Architectural program is creating new photodocumentation in all drawing and design courses. Instructors' objectives include a comparative overall evaluation of improvement in students' integration of core principles. Conceptual drawing skills have shown a noted improvement since 2010, and projects demonstrate growing student awareness of environmental issues. Analysis is based on design theory. Physical models are solidly crafted and show increasing 3-D design comprehension earlier in the program with parametric software use (Revit) .** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
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| **The first formal SLO assessment for the Architecture program will occur at the end of the Spring 2011 semester. Portfolios are organized and very comprehensive with more work that is destination college oriented. Students are however, coming into the program less prepared for the discipline.**  **ARCH 160 has all the student's developmental 2 and 3d plans. Students now have portfolio evidence of personal research and analysis of building strategies to reduce costs and waste by selection of alternative materials. This addresses the construction part of the portfolio and all students completed a plan set. 70% of students in this course achieved at least a grade of "C" or better.**  **We do need to emphasize the necessity of applying for the lower division degree to our students before they transfer. A scheduled meeting with our Counseling Department could facilitate the discussion.** |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
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| **Local architects are retiring or leaving the area and the replacement number is slow but steady through the recovery. Many students have supported and enhanced individual education through work experience as draftsmen for local licensed architects since that may count toward work experience. Upon graduation from Palomar, students have a minimum of three years additional educational requirements. Most of our students transfer to a university architectural program that is a five year minimum Bachelor's degree course of study. Jobs that are available are starting to request green collar skills on sustainability e.g. envelope modeling and analysis as preferential. Waste and water conservation management are priorites as CALGreen code is now law.**  **http://www.innovatorsguide.org/occupations/architect\_training.htm**  **http://www.labormarketinfo.edd.ca.gov/aspdotnet/SupportPage/AllOccPrj.aspx?soccode=171011**  **http://www.innovatorsguide.org/occupations/phrases.htm**  **"Jobs are expected to increase by 16 percent between 2008 and 2018, which is faster than the average for all occupations. Current demographic trends will lead to an increase in demand for architects. As the population of Sunbelt States continues to grow, the people living there will need new places to live and work. As the population continues to live longer and baby boomers retire, there will be a need for more healthcare nursing homes, and retirement communities. In education, buildings at all levels are getting older and enrollments continue to increase, which will require many school districts and universities to build new facilities and renovate existing ones. "**  **As the inventory of existing homes transfers to new owners the new escrow process will now demand energy upgrades like e-windows and insulation.**  **http://www.innovatorsguide.org/occupations/architect\_job\_outlook.htm**  **http://www.labormarketinfo.edd.ca.gov/contentpub/GreenDigest/Green-Job-Surveys.pdf** |

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| **STEP II. PLANNING**  **Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
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| **"Solve a residential interior design challenge to create a full digital package layout of 2 and 3 dimensional drawings that incorporate trade specific resource applications" and**  **"Students will have portfolio evidence of personal research and analysis of building strategies to reduce costs and waste by selection of alternative materials. Implemention and interpretation of siting, waste management, evaluation of material shipping methods,choosing controls, lighting and renewable energy power sources for light construction are part of the portfolio."**  **ARCH 160 these SLOs are complete and the SLOAC is part of the current Carlsbad Barrio Project.**  **Results will be entered online this week. The old scanner in IT-3 is long out of warrantee with drivers that cannot be upgraded. A replacement scanner is required for the architecture students. We are in a transition period while we await TMC (Transfer Model Curriculum, SB 1440) in order to update transfer agreements with Cal Poly Pomona and San Luis Obispo. There are few state colleges for transfer, and many students prefer the private schools to protracted waits for acceptance.**  **http://www.innovatorsguide.org/architecture\_colleges/california\_architecture\_colleges.htm** |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
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| **Course offerings are lean and maximum class size is determined by the number of available stations based on our facilities. Scheduling is effective and no classes were cancelled. We are frozen in the number of sections offered in response to budget.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
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| **Based on current course offerings in the program, Architecture has adequate full- and part-time faculty at this time. We will need succession planning for architecture within five years.** |

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| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:** |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results.  NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.** |  |  |  |  |  |  |  |
| **a2.** |  |  |  |  |  |  |  |
| **a3.** |  |  |  |  |  |  |  |
| **a4.** |  |  |  |  |  |  |  |
| **a5.** |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | **Prioritize these requests**  **1,2,3, etc.** | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.** | **2 Hitachi LCD Digital CPX 3011 Projectors w/ceiling mounts, plates nd extender cables for Q-4 nd IT-3** | **3** | **1.1** | **Drawing skills** | **2,646.00** | **One time** | **Not currently** |
| **b2.** | **2 Lumens "Ladybug" Visual presenter** | **4** | **1.1, 1.4** | **Visual Literacy** | **740.00** | **One time** | **Not currently** |
| **b3.** | **HP SCANJET 8300 Scanner w/3 yr. warranty** | **5** | **1.1** | **Visual Literacy** | **700.00** | **One time** | **Not currently** |
| **b4.** | **Ramsey and Sleeper**  **Architectural Graphic Standards**  **11th edition 4 DVDs** | **6** | **1.1** | **Visual Literacy** | **500.00** | **One Time** | **Not currently** |
| **b5.** |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.** | **Hybrid Drafting Tables maintenance** | **2** | | **Goal 2** | | **Brackets and rewiring** | | **500.00** | | **On-going** | | **No, this is an annual budget requirement** | |
| **c2.** |  |  | |  | |  | |  | |  | |  | |
| **c3.** |  |  | |  | |  | |  | |  | |  | |
| **c4** |  |  | |  | |  | |  | |  | |  | |
| **c5.** |  |  | |  | |  | |  | |  | |  | |

| **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** | |
| **d1.** | **Autodesk Update** | **1** | | **1.1, 6.1** | | **Software Maintenance** | | **21,000.00** | | **On-going** | | **No,this is an annual budget requirement.** | |
| **d2.** | **2 bus tours to LA- Student Travel** | **7** | | **Goal 2 2.4** | | **Visual Literacy** | | **1,900.00** | | **On-going** | |  | |
| **d3.** |  |  | |  | |  | |  | |  | |  | |
| **d4.** | **Printing and Outreach** | **1** | | **Goal 2** | | **Advertising Costs** | | **4,875.00** | | **On-going** | | **No, this is an annual budget requirement** | |
| **d5.** | **Staff Software Training** | **8** | |  | |  | | **650.00** | | **On-going** | | **This is on-going** | |

| **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.** |  |  | |  | |  | |  | |  | |  | |
| **e2.** |  |  | |  | |  | |  | |  | |  | |
| **e3.** |  |  | |  | |  | |  | |  | |  | |
| **e4.** |  |  | |  | |  | |  | |  | |  | |
| **e5.** |  |  | |  | |  | |  | |  | |  | |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Resource** | **Describe Resource Requested** | | **Prioritize these requests**  **1,2,3, etc.** | | **Strategic Plan 2013 Goal/**  **Objective Addressed by This Resource**  **(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)** | | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | | **Estimated Amount of Funding Requested** | | **Will this be one-time or on-going funding?** | | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.** |  |  | |  | |  | |  | |  | |  | |
| **f2.** |  |  | |  | |  | |  | |  | |  | |
| **f3.** |  |  | |  | |  | |  | |  | |  | |
| **f4.** |  |  | |  | |  | |  | |  | |  | |
| **f5.** |  |  | |  | |  | |  | |  | |  | |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
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| **Students will need new software (Revit and AutoCAD) for IT-3 this year to upgrade. Architecture will have a $21,000.00 software support cost this year. A new scanner supported by current software will upgrade student portfolios. A new high output digital projector and compatable visual projector with security features for IT-3 and Q-4 are required so that students can see the instructors hands-on demonstration. The hybrid drafting tables and computer arms are in disrepair again and in need of service. Onsite software training for full time and Adjunct would support currency and offset the burden of gas cost to the City of Corona, Santiago H.S..** |

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| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **Service learning has been successful in ARCH 160. In 2010, the Vallecitos Water District actually built out the student proposals including the underground water harvesting tanks and the shade structures. We have an extended partnership development with the community now. There is support for the current project for ARCH 160 in the Barrio Rehab of three buildings in Carlsbad that will become two multipurpose, multiuse 2 story structures. Carlsbad City Engineering has supported Palomar College by offering four full free professional plan submittal reviews for all the 4 design groups involved. The students have proposed a barrio museum, a retail coffee house and 2 apartments upstairs with working drawings, plans, sections, and elevations of the community site. As evidence of the student learning and research, all four groups have participated in focus groups for stakeholders and feedback from the donated property owners as well as the city. Once the comments come back from the City of Carlsbad Engineering Dept. the students will correct all plans for occupancy, foundation review and fire sprinkler remediation and submit these plans to the owners to contract out. This is a work based green learning experience.**  **Students are visiting the Center for Sustainability in San Diego using personal transportation.**    **Faculty participates fully in TechPrep and PACT, a faculty mentoring group committed to student success. Our instructors are attending Revit training at Santiago High School and have personally absorbed the cost for this "free" training. Our faculty participates in Encuentros as a responsibility to Title V ( as a Hispanic serving institution) and LEP students. There is also a shared faculty advisor role for the new Palomar Architecture Club.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
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| **There is no external accreditation for architecture, the existing onsite WASC and ACCJC is effective for transfer.** |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
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| **The cost of gas has left many of our students unable to attend field trips far afield. Our traditional historic bus tours to the Hollyhock House in Los Angeles by Frank Lloyd Wright, the Moss Complex of innovative structures in Culver City, etc. have been missed. There were no Perkins funds for these successful and well attended lecture tours. Early exposure for at risk populations, economically disadvantaged and Title V students is more critical now since weak exposure opportunities and visual skills must be supported through actual experience.** |

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| **Please identify faculty and staff who participated in the development of the plan for this department:** | | |
| **Sandra Andre *Name*** | **Ken Swift *Name*** | ***Name*** |

|  |  |  |
| --- | --- | --- |
| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than March 11**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by March 18**
* **Email an electronic copy to** [**jdecker@palomar.edu**](mailto:jdecker@palomar.edu) **by March 18**